

AN INVESTIGATION OF THE ROLES OF COMMUNITY COLLEGE CHIEF  
EXECUTIVE OFFICERS: A COMPARISON OF SELECTED  
MULTI-CAMPUS AND MULTI-INSTITUTION PUBLIC  
COMMUNITY COLLEGE DISTRICTS

By

RICHARD G. BUCKNER, JR.

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## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS. . . . .	ii
LIST OF TABLES. . . . .	vii
LIST OF FIGURES . . . . .	viii
ABSTRACT. . . . .	ix
CHAPTER	
I    INTRODUCTION . . . . .	1
The Problem. . . . .	4
Statement of the Problem . . . . .	4
Delimitations. . . . .	5
Limitations. . . . .	6
Justification for the Study. . . . .	7
Definition of Terms. . . . .	9
Procedures . . . . .	10
Sample Selection . . . . .	10
Development of the Instrument. . . . .	11
Collection of Data . . . . .	16
Data Treatment . . . . .	17
Organization of the Remainder of the Research Report .	18
II    REVIEW OF RELATED LITERATURE . . . . .	20
Review of Pertinent Theories of Organization and Administration . . . . .	20
Review of Research Studies and Pertinent Literature on Multi-Unit Community College Districts. . . . .	27
Review of Research Studies and Pertinent Literature on Community College Chief Executive Officers. . . . .	37
III   MIAMI-DADE: THE ROLE OF THE CHIEF EXECUTIVE OFFICER AT A MULTI-CAMPUS INSTITUTION. . . . .	50

## CHAPTER

	Page
Environmental Setting. . . . .	50
Legal Structure of Governance. . . . .	55
Findings of the Questionnaire and Structured Interviews . . . . .	56
Planning . . . . .	63
Finance . . . . .	64
Legitimization . . . . .	65
External Relations . . . . .	65
Educational Leadership . . . . .	66
Evaluation . . . . .	67
Planning . . . . .	71
Finance . . . . .	75
Legitimization . . . . .	75
External Relations . . . . .	76
Educational Leadership . . . . .	76
Evaluation . . . . .	77
Summation and General Observations on Functions of the Executive . . . . .	94
IV DALLAS: THE ROLE OF THE CHIEF EXECUTIVE OFFICER AT A MULTI-INSTITUTION COMMUNITY COLLEGE DISTRICT . . . . .	97
Environmental Setting. . . . .	97
History and Development of the District. . . . .	98
Legal Structure of Governance. . . . .	102
Findings of the Questionnaire and Structured Interviews . . . . .	104
Planning . . . . .	111
Finance . . . . .	112
Legitimization . . . . .	112
External Relations . . . . .	113
Educational Leadership . . . . .	114
Evaluation . . . . .	115
Planning . . . . .	120
Finance . . . . .	120
Legitimization . . . . .	124
External Relations . . . . .	125
Educational Leadership . . . . .	125
Evaluation . . . . .	126
Summation and General Observations on the Functions of the Chancellor. . . . .	142
V COMMONALITIES AND DIFFERENCES IN THE ROLES AND FUNCTIONS OF THE CHIEF EXECUTIVE OFFICERS OF THE SELECTED DISTRICTS. . . . .	145

CHAPTER	Page
Actual and Perceived Role of the President of Miami-Dade Community College. . . . .	146
Perceived Importance of Administrative Categories. . . . .	146
Perceived Direct and Delegated Functions . . . . .	147
Perceived Overall Role of the President. . . . .	148
Actual and Perceived Role of the Chancellor of the Dallas County Community College District . . . . .	149
Perceived Importance of Administrative Categories. . . . .	149
Perceived Direct and Delegated Functions . . . . .	151
Perceived Overall Role of the Chancellor . . . . .	151
Comparison of the Perceived Roles of the Chief Executive Officers in the Districts Studied. . . . .	152
Perceived Importance of Administrative Categories. . . . .	152
Perceived Direct and Delegated Functions . . . . .	153
Perceived Overall Role of the Chief Executive. . . . .	154
Accuracy of Perceptions. . . . .	154
Summation and General Observations . . . . .	155
VI GENERAL SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY. . . . .	156
General Summary. . . . .	156
Miami-Dade Community College . . . . .	157
Dallas County Community College District . . . . .	158
Commonalities and Differences of the Districts Studied. . . . .	159
Perceived Importance of Administrative Categories. . . . .	160
Perceived Direct and Delegated Functions . . . . .	160
Perceived Overall Role of the Chief Executive. . . . .	161
Accuracy of Perceptions. . . . .	162
Response to Major Questions Posed by the Study . . . . .	162
Conclusions. . . . .	164
Recommendations for Further Study. . . . .	167
APPENDICES. . . . .	169
APPENDIX	
A STRUCTURED INTERVIEW GUIDE . . . . .	170
B QUESTIONNAIRE. . . . .	175

APPENDIX

C	COMMUNITY COLLEGE PRESIDENT. . . . .	184
D	COLLEGE ORGANIZATION CHART . . . . .	186
E	CHART II-A THE DISTRICT OFFICE. . . . .	188
F	CHANCELLOR . . . . .	190
	BIBLIOGRAPHY. . . . .	193
	BIOGRAPHICAL SKETCH . . . . .	197

# LIST OF TABLES

TABLE		Page
1	RANKING OF ADMINISTRATIVE CATEGORIES AT MIAMI-DADE COMMUNITY COLLEGE. . . . .	58
2	FUNCTIONS RANKED WITHIN CATEGORIES AT MIAMI-DADE COMMUNITY COLLEGE. . . . .	59
3.	PERCENT OF CHIEF EXECUTIVE'S TIME SPENT IN EACH CATEGORY AT MIAMI-DADE COMMUNITY COLLEGE . . . . .	70
4	PERCENT OF CHIEF EXECUTIVE'S TIME SPENT ON FUNCTIONS WITHIN CATEGORIES AT MIAMI-DADE COMMUNITY COLLEGE. . . .	72
5	DEGREE OF EXECUTIVE INVOLVEMENT IN SELECTED FUNCTIONS AT MIAMI-DADE COMMUNITY COLLEGE . . . . .	79
6	STRUCTURED INTERVIEW: FIVE MOST FREQUENT RESPONSES AT MIAMI-DADE COMMUNITY COLLEGE . . . . .	86
7	RANKING OF ADMINISTRATIVE CATEGORIES AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT . . . . .	106
8	FUNCTIONS RANKED WITHIN CATEGORIES AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT . . . . .	107
9	PERCENT OF CHANCELLOR'S TIME SPENT IN EACH CATEGORY AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT . . . . .	117
10	PERCENT OF CHIEF EXECUTIVE'S TIME SPENT ON FUNCTIONS WITHIN CATEGORIES AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT . . . . .	121
11	DEGREE OF EXECUTIVE INVOLVEMENT IN SELECTED FUNCTIONS AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT . . . . .	128
12	STRUCTURED INTERVIEW: FIVE MOST FREQUENT RESPONSES AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT . . . . .	134



## LIST OF FIGURES

FIGURES	Page
1    Percent of Responses Per Category within Enlarged Intervals. . . . .	69
2    Total Frequencies of the Top Five Components . . . . .	93
3    Percent of Responses Per Category within Enlarged Intervals. . . . .	119
4    Total Frequencies of the Top Five Components . . . . .	141
5    Rank Order of Administrative Categories by Median Rank of Participant Perceptions . . . . .	146
6    Rank Order of Administrative Categories by Median Rank of Participant Perceptions . . . . .	149
7    A Comparative Rank Ordering of Administrative Categories by Median Rank . . . . .	153



Abstract of Dissertation Presented to the Graduate Council  
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By

Richard G. Buckner, Jr.

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The purpose of this study was to investigate the roles of chief executive officers in selected multi-campus, as compared to multi-institution community college districts. Specifically, the study was designed to answer the following questions:

1. What is the assigned and perceived role of the district chief executive officer in the selected multi-campus district as compared to the assigned and perceived role of the district chief executive officer in the selected multi-institution district?
2. What is the functional relationship of the chief executive officer of individual campuses of a multi-campus district to the chief executive officer of the college?
3. What is the functional relationship of the chief executive officer of individual colleges of a multi-institution district to the chief executive officer of the district?

The two districts were selected on the basis of their particular organizational pattern and history of multi-unit operation, size, and willingness to participate. The individual participants at each district were selected at random from position categories within the institutional environment. The following techniques of data gathering were used at each district: a questionnaire, a structured interview guide, a review of district documents, and general observations. The data were collected through on-site visitations and personal interviews.

The results of the analysis of each district, plus a comparison of the commonalities and differences, were presented in separate chapters. From these analyses the following conclusions were formulated:

1. Differences exist in the perceived meanings attributed to the concept of "executive leadership," between the chief executive officer of the multi-unit district and the various other components of the community college environment.

2. Large urban multi-unit community college districts tend to become similar in style and method of operation due to the similarity of their environments, not necessarily because of their formal organizational patterns.

3. Since no universally successful and acceptable organizational patterns seem to exist, multi-unit organizational schemes must be tailor-made to fit the circumstances of each particular situation.

4. Urban multi-unit community college districts tend to require increasingly more central coordination, not increasingly more individual unit autonomy.

5. The degree of centralization of multi-unit districts is influenced by many factors, not solely by the organizational pattern of the district.

6. The chief executive officer in urban multi-unit community college districts tends to be involved more with matters external to the actual operation of the college or district than to matters concerned with the day-to-day operation of the district. Areas of specific executive involvement include relations with the Board of Trustees, interaction with community influentials, and overall planning for the total district.

7. The accuracy of participants' perceptions regarding specific executive roles tends to decrease as the participants' contact and familiarity with the chief executive position decreases.

## CHAPTER I

### INTRODUCTION

The American two-year college is one of the fastest growing and most dynamic segments of all American education. The growth of two-year colleges, especially public community and junior colleges, has been phenomenal since the turn of the century.

In 1968 there were 739 public community colleges in America with a total enrollment of 1.8 million students. The 1975 Community, Junior, and Technical College Directory (American Association of Community Junior Colleges) reported that there are now 981 public two-year institutions, enrolling over 3.3 million students. The Carnegie Commission on Higher Education estimated that by 1980, 3.6 to 4.3 million students will be enrolled in public community colleges (Medsker & Tillery, 1971, p. 13). Some more recent data indicated that the community colleges in the United States should be serving a minimum of 4.7 million students by 1980 if they attain the level of service of some exemplary colleges (Wattenbarger & Cage, 1974, p. 8). According to the data gathered by Wattenbarger and Cage, (1974, p. 8), the total number of students served could reach as high as 12 million people by 1980.

The rapid growth of public community colleges may be due in great part, to their usual convenience of location, program

diversification, relatively low tuition, and the attributed quality of instruction. These factors, coupled with the basic philosophy of increasing post-secondary educational opportunity to more people, has led logically to major expansion of community colleges in the urban centers of America. The urban oriented community college has seen great surges in enrollments over the past five years. The overall size, multiplicity of educational needs within an area, employment and general economic conditions, and the geographic expansiveness of many metropolitan areas have dictated that the community college grow and expand to more than one campus or institution in order to meet increasing demands for educational services. This situation is illustrated by the growth in the number of multi-campus community college districts. Kintzer, Jensen, and Hansen (1969, p. 2) reported that only ten multi-junior college districts were in existence in 1964, but by 1968 the number had already grown to forty. The evolution and actualization of the philosophy of public community colleges, centered around increasing educational opportunities and overall accessibility, will likely mean the urban centers of our country will continue to see the greatest increases in two-year public community college enrollments and program diversification. As urban community college districts become larger, more diversified, and more geographically dispersed, the need for effective coordination and planning will become more and more crucial.

The urban community college district generally takes the organizational form of either a multi-college or a multi-campus



network. The multi-college configuration usually contains two or more separate colleges that ban together under some type of district structure. The multi-campus district, on the other hand, is composed of one institution which operates two or more campuses or branches of the one community college.

The increasing complexity of providing post-secondary educational services to large metropolitan areas presents many new and rather unique problems in decision-making for public community college administrators. The coordination of decision-making and responsibility for the areas of instruction, personnel, development, budgeting, etc., must be carefully and clearly planned. The role of the executive administrative officials at both the institution and district levels must be clarified.

The governance of urban community college districts has tended to reflect several organizational configurations, most of which are of a unique and untested nature. The role of central administration, institutional administration, and the general decision-making process are all in need of more empirical study. Several studies have been undertaken to extract empirically useable data from these urban districts. McCluskey (1972), in his doctoral dissertation, made a study of the formal decision-making procedure for student personnel services in the multi-campus community college. Holcombe (1974) did a doctoral study on the formal decision-making for curriculum and instruction in multi-campus community colleges. Bielen (1974), in his doctoral dissertation, reported the findings of his study of budget administration in multi-campus community colleges.

The study presented here adds further to the empirical data already accumulated on multi-campus districts. However, the focus of this study is the assigned and perceived roles of chief executive administrative officers. Empirical data were obtained to identify or clarify the roles these administrators fulfill in multi-campus districts as compared to multi-institution districts.

### The Problem

#### Statement of the Problem

The problem in this study was two-fold. First, to identify the assigned and perceived roles of the chief executive administrative officers in selected multi-campus and multi-institution community college districts. Secondly, to compare the roles of chief executive officers in multi-campus districts with the roles of chief executive officers in multi-institution districts. Answers to the following questions were sought:

1. What is the assigned and perceived role of the district chief executive officer in the selected multi-campus district as compared to the assigned and perceived role of the district chief executive officer in the selected multi-institution district?
2. What is the functional relationship of the chief executive officer of individual campuses of a multi-campus district to the chief executive officer of the college?
3. What is the functional relationship of the chief executive officer of individual colleges of a multi-institution district to the chief executive officer of the district?



### Delimitations

The following delimitations were observed in conducting this study:

1. The investigation of executive roles was limited to one multi-campus community college district and one multi-institution community college district.

2. The data collection was limited to an examination of district and institution documents, general observations, responses to a priority ranking of functions instrument, and responses to the structured personal interview.

3. Only the following classifications of individuals were asked to complete a priority ranking of functions and participate in a structured personal interview:

- a. Chancellor/President of the community college district.
- b. President/chief executive administrator of each campus or institution within the selected district.
- c. The chairperson and one other randomly selected member of the Board of Trustees of each selected community college district.
- d. Two randomly selected members of the district office staff from each selected community college district.
- e. Two randomly selected members of the administrative staff from each campus of the selected community college districts.

- f. At least two members of the teaching faculty from each campus of the selected community college districts.
  - g. Two classified or career service employees from each of the campuses of the selected community college districts.
  - h. Two full-time students from each campus of the selected community college districts.
4. The interviews were limited to ascertaining the perceptions and interpretations of those interviewed and are not official or necessarily accurate as defined by policy or practice.
5. The list of executive functions for priority ranking by the interviewee was drawn from the literature.
6. The selected districts must have had a minimum of five continuous years of operation as a multi-campus or multi-institution community college district.

### Limitations

The following factors posed limitations to this study:

- 1. All generalizations drawn applied only to the two districts studied, and any inferences drawn to other multi-campus or multi-institution community college districts are speculative.
- 2. The list of executive functions and the interview guide used in this study were of no tested validity.
- 3. Only the acknowledged perceptions of those interviewed were recorded, the general social milieu of possible external environmental influences was not studied.

### Justification for the Study

As the demand for expanded access to post-secondary education has increased, as evidenced by steadily rising enrollments at community colleges, the challenge to the community college to provide necessary programs and facilities has become greater. In response to these increasing demands, community colleges have grown in size, number of program offerings, and number of campuses. As decisions are made in response to demands, community college administrators must base them on realistic and accurate information. The need for empirical data pertaining to community colleges is illustrated in the following statement:

I would tend to feel from personal observation that current practice represents a hodgepodge of ideas garnered from business, secondary schools, and four-year universities without the benefit of much analysis as to how well their ideas relate to the kinds of problems currently being encountered by the administrative organizations of two-year colleges (Richardson, 1970, p. 18).

One frequent specific response to increasing demand for educational services has been the formation of large multi-campus and multi-institution community college districts. The growth in the number of large community college districts has been especially significant over the past two years. From 1972 to 1973, the number of community colleges enrolling over 10,000 students grew from 56 to 66, and those with over 15,000 grew from 21 to 29 (AACJC Directory, 1974, p. 90). Throughout the United States, particularly in large urban areas, community colleges have

grown into large multi-institution or multi-campus districts. In 1964, there were only ten multi-unit community college districts in the United States; in 1967, thirty-one were operating; and by 1968, there were forty (Kintzer, et al, 1969, p.2).

This study is an attempt to provide information on current chief executive roles in multi-campus and multi-institution community college districts. The need for empirical research pertaining to the administration of multi-unit community college districts is acknowledged in the following statement:

While answers are seldom if ever absolute, many decisions related to leadership and authority must be made if the educational enterprise is to operate in the best interests of students--decisions clarifying the relationships between the district office and the colleges (Kintzer, et al 1969, p. 2).

The need for research concerning multi-unit community college districts is further evidenced by the following statement by Kintzer:

If the junior college movement is to retain in the years ahead the vigor for which it has been noted in the past, important decisions will have to be made about the future organization and administration of two or more campuses (1969, p. 2).

The trend toward urbanization seems to be quite strong and the trend of community colleges expanding physical facilities throughout the urban area also seems to be firmly established. This study adds to the empirical research concerning the urban community college district, specifically the role of the chief executive officer in the multi-campus as compared to the multi-institution district governance structures.

This study is the fourth in a planned series of research projects at the University of Florida concerning the administration of multi-unit community college districts. It was preceded by McCluskey's (1972) study of student personnel services, Holcombe's (1974) study of curriculum and instruction, and Bielen's (1974) research on budget administration. There is a need for further empirical research dealing with urban community college districts and their patterns of governance so that a data base can be established to assist community college officials in the effective administration of multi-unit community college systems.

#### Definition of Terms

Community college. A public post-secondary educational institution providing a definable community or geographic area with programs and courses of instruction in areas such as two-year credit programs for transfer, non-credit community service or continuing education, and occupational education.

Multi-campus district. A public community college organizational pattern which consists of one legal institution operating more than one branch or campus in a legally specified and defined district or jurisdiction.

Multi-institution district. A public community college organizational pattern that consists of more than one separately designated and created institution in one geographically definable area or community college district. The terms multi-college and multi-institution are used synonymously in this study.

Multi-unit community college district. A term used broadly to describe a district operating two or more community college sites. It is used to encompass both multi-campus and multi-institution districts.

Chief executive officer. A term used to designate the legally designated chief administrator for a particular community college district. For the purpose of this study the term chief executive officer is used synonymously with the terms chancellor and district president. For clarity, this study refers to the chief executive officer of an individual campus or institution within a community college district as the institution executive officer.

### Procedures

The procedures used in this study are divided into four parts. The first part deals with the method of sample selection. The second part focuses on the development of the instruments used in the study. In part three the methods of data collection are explained. The final part deals with the treatment and analysis of the data after collection.

### Sample Selection

This study utilized information obtained through personal interviews in two urban community college districts. The selection of one multi-campus district and one multi-institution district observed the following criteria:

1. The district had been multi-campus or multi-institutional for a minimum of five calendar years.



2. Each selected district had a minimum student enrollment of 10,000 (head count).

3. Willingness of district officers and institutional officers to participate in the study.

Within each district selected, the following officials or positions were selected as participants:

1. The chief executive officer for the district (chancellor/president).

2. The chief executive officer for each campus or institution in the district.

3. Chairperson and one other member of the district Board of Trustees.

4. Two members of each district office staff.

5. Two administrative staff members from each campus of each district.

6. A minimum of two members of the teaching faculty from each campus of each district.

7. Two classified or career service employees from each campus of each district.

8. Two full-time students from each campus of each district.

#### Development of the Instrument

The collection of data for this study required the construction of two instruments by the author. The first instrument was a questionnaire used to record the participants' perceived functions of the district chancellor or president. This questionnaire consisted of two main parts.



Part I. Requested the participants to rank order six categories of administrative activities and to also rank order the list of five to six specific activities listed within each category.

Part II. Requested the participants to estimate the percent of time they believed the chancellor or president spent with each of the six designated general administrative categories. They were also asked to estimate the percent of time they believed the district chief executive spend on each of the specific executive activities listed within each administrative category.

The second instrument constructed for use in this study was a "structured interview guide." The interview guide consisted of two parts.

Part I. Each participant was asked twenty-four questions concerning the degree of direct executive involvement in various executive activities. They were asked to respond to each statement or question by using one or more of the following three response categories:

1. The activity is personally performed by the district chancellor or president.
2. The activity is personally delegated by the chancellor or president of the district.
3. The activity is not a direct responsibility of the district chancellor or president.

Part II. Each participant was asked to respond to six open-ended type questions aimed at allowing the respondents to discuss

the perceptions they held concerning the roles and functions of the district chief executive officer.

The review of research and literature provided much valuable input to the development of the instruments used in this study. The studies conducted by Millett (1974), LaVire (1961), and VanTrease (1972) contributed substantially to the conceptualization, as well as the specific content of these instruments.

Millett's (1974) categorization of "techniques of direction" for organizations was used as the basic conceptual framework for the development of the instrument for priority ranking executive functions used in this study. According to Millett, the college enterprise, like all enterprises, requires various input resources and techniques of direction if the stated purposes are to be accomplished and if the designated programs are to be operated. The input resources identified by Millett include the generally recognized inputs of people, physical plant, supplies and equipment, and services. Millett's "techniques of direction" are similar to principles of administration put forth by Fayol (1930) and Gulick (1937).

Millett defined his ten techniques of direction as follows:

1. Planning--formulation of general purposes (policy planning), and the development of programs to accomplish the purpose (program planning).
2. Organizing--the allocation of roles and the differentiation of activity among individuals and groups of persons in accordance with purposes and program outputs.

3. Programming--the determination of activity units needed to achieve desired purposes, the calculation of desired outputs of program units, the determination of the required production technology, and the calculation of the needed inputs in terms of staffing, plant, supplies and equipment, services, and time.
4. Budgeting--the allocation of income resources to approved programs and their constituent organizational units.
5. Staffing--job specification, recruitment, appointment, compensation, work evaluation, promotion, consideration of grievances, and separation of personnel required to perform the primary and support programs.
6. Communicating--efforts to achieve a shared understanding of the shared purpose of all persons comprising the enterprise.
7. Coordinating--the process of motivating people to work together in those areas where activities are interrelated or comprise only a part of a program objective.
8. Cultivating external support--the process of seeking out those interested in and concerned with the enterprise, and especially those with influence or power to provide support for the enterprise.
9. Reporting--the distribution of information on a factual and timely basis to all who are interested in the policies, programs, and performance of the enterprise.
10. Evaluating--the determination of the effectiveness and the efficiency of the enterprise. (Millett, 1974, pp. 10-11).

The study by LaVire (1961) also provided valuable input to the development of the questionnaire used in this study. LaVire identified the following eight administrative task areas for

junior college administrators that his study found to be of critical importance.

1. Instruction and curriculum development
2. Student personnel
3. Community-Junior college leadership
4. Staff personnel
5. Physical plant
6. Junior college organization and structure
7. Junior college finance and business management
8. Human relations. (LaVire, 1961, p. 117).

The findings of the LaVire study contributed greatly to the formation of the six categories of administrative functions used in this study.

The VanTrease (1972) study helped to provide a structure for the individual administrative categories used in this study. In the VanTrease study multi-campus community college administrators were asked to indicate their perception of district participation in nine selected functions. The general accord in perception of all the participants regarding the authority relationships in the district were as follows:

- I. Responsibilities Shared between District and Campus
  1. Physical facilities planning
  2. Responsibility relative to educational planning
  3. Publicity
  4. Budget development and administration
  5. Maintenance of building and grounds

## II. Responsibilities of the District

1. Administrative data processing
2. Purchasing
3. Accounting
4. Warehousing and supplies (VanTrease, 1972, p. 53).

From VanTrease's (1972) data on administrative perceptions of decision making responsibility, several specific functional areas were identified that were useful in constructing the ranking instrument used in this study.

Graham's (1965) study of the perceived performance of community college presidents in five selected areas of administration provided this study with valuable input regarding category specifications on the questionnaire, as well as the specific twenty-four items used in the structured interview guide. The interview guide used in the present study incorporated the listing of twenty-four items that Graham found to be the functions most performed and delegated by the 182 junior college presidents in his study. Although the present study altered the response categories for each item to accommodate the nature of the study, the intent of the items was not changed.

### Collection of Data

The collection of the data used in this study was accomplished through on-site visits to the two multi-unit districts selected. During these visitations the author visited every campus or college of each district and carried out two main data gathering tasks.

1. Conducting scheduled personal interviews with each of the participants selected for the study.



2. Examining district and college documents relevant to executive role identification in that district.

Each of the personal interviews lasted between thirty and seventy-five minutes with the administration of the questionnaire taking approximately the first fifteen minutes. All participants were provided the opportunity to ask for clarification of any item and to add any items they believed should be included that were not present.

### Data Treatment

Examination of the data accumulated during the visits to the two selected community college districts enabled the author to identify the functions of the chief executive officer of each district as perceived by the participants from that district. This information is presented in the chapters on each of the districts.

The two data gathering instruments developed for use in this study yielded a large quantity of valuable raw data. In order to be able to accurately interpret and analyze the raw data the following calculations were made on the data.

1. Frequency tabulations were calculated on all items in both parts of the questionnaire and on all items and categories of responses in the personal interview guide.

2. A percentage of the total universe of responses per item were calculated for all items in both parts of the questionnaire and on all items and categories of responses of the personal interview guide.

3. The statistical mean, median, and mode were calculated for each of the items in Part I of the questionnaire (i.e., those items dealing with the ranking of administrative categories and the specific activities within those categories).

The calculated data were arranged and presented in the form of a series of tables. These tables made interpretation and comparison possible for not only the items within a particular category, but also between the community college districts. The results of the calculations in each of the tables is discussed in the remaining chapters by individual item and in collective or group form.

The final analysis of the data is a determination of the degree of concurrence between the executive roles perceived at the two selected districts, as well as a comparison of these perceptions with the stated functions of the chief executive officer.

#### Organization of the Remainder of the Research Report

The review of related literature consists of three sections and is presented in Chapter II. The two multi-unit community college districts studied are each presented separately in Chapters III and IV. Each district is described relative to its individual environmental setting, history and development, and legal governance structure. Analysis and discussion of the executive roles and functions identified through the use of official documents, questionnaire responses, interviews, and general observations follow. A brief summary is provided at the end of each of these chapters.



Chapter V provides a comparative analysis of the perceived and legal roles and functions of the chief executive officers of the two districts studied. The similarities and differences are discussed and a composite executive role is developed.

The final chapter provides a general summary of the study, a summary of the results of the study, and some conclusions and implications based on the results of the study. Recommendations for further related research are offered in concluding the chapter.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature for this study is presented in three sections. The first section is a review of pertinent theories of organization and administration. The second section is a review of the research studies and pertinent literature on multi-unit community college districts. The third section consists of research studies and pertinent literature on community college executive officers.

#### Review of Pertinent Theories of Organization and Administration

As the complexities of formal organizations increase, so also do the requirements for more effective methods and techniques of administration. The executive function has become exceedingly difficult, as well as more crucial to the successful operation of the organization. Writing in 1938, Barnard perceptively pinpointed one of the major difficulties that persists today in attempting to study and clarify executive functions. He observed that,

...the difficulties of appraising the executive functions or the relative merits of executives lies in the fact that there is little direct opportunity to observe the essential operations of decision. It is a perplexing fact that most executive decisions produce no direct evidence of themselves and that knowledge of them can

only be derived from the cumulation of indirect evidence. They must largely be inferred from general results in which they are merely one factor, and from symptomatic indications of roundabout character (Barnard, 1938, pp. 192-193).

Whereas many administrative theorists sought to describe executive functions and the principles governing the administrative process, Barnard concluded that executive functions can only be understood or analyzed as part of the totality of an organization or system. He stated that,

...(executive functions) have no separate concrete existence. They are parts or aspects of a process of organization as a whole.... The means utilized are to a considerable extent concrete acts logically determined; but the essential aspect of the process is the sensing of the organization as a whole and the total situation relevant to it. It transcends the capacity of merely intellectual methods, and the techniques of discriminating the factors of the situation. The terms pertinent to it are "feeling," "judgment," "sense," "proportion," "balance," "appropriateness." It is a matter of art rather than science, and is aesthetic rather than logical. For this reason it is recognized rather than described and is known by its effects rather than by analysis. All that I can hope to do is to state why this is so rather than to specify of what the executive process consists (Barnard, 1938, p. 235).

In clarifying his view of executive functions, Barnard noted that,

...the function of executives is to serve as channels of communication so far as communications must pass through central positions. But since the object of the communication system is coordination of all aspects of organization, it follows that the functions of executives relate to all the work essential to the vitality and endurance of an organization, so far, at least, as it must be accomplished through formal coordination (Barnard, 1938, p. 215).

More specifically Barnard identified the basic essential executive functions as,

1. Providing the organization with a system of communication, with centers of communication.
2. Promoting and securing of the essential efforts necessary to effective and efficient organizational operation.
3. Formulating and defining organizational purposes (Barnard, 1938, p. 217).

In 1945 Herbert A. Simon published Administrative Behavior, which not only expanded on the work of Barnard, but also elaborated the need for more study of the decision-making process in organizations. Simon (1945, p. 1) noted that, "A general theory of administration must include principles of organization that will insure correct decision-making, just as it must include principles that will insure effective action." Simon's major concern was for the clarification and efficiency of the patterns of action within the organization. He examined the nature of decision-making and set forth his belief that rationality is the key to effective and efficient executive or administrative decision-making. Illustrating rational patterns of specialized decision-making, Simon clarified the role of the chief executive noting that,

A properly managed organization can carry on the routine of its day-to-day activity without the constant involvement of its chief executive. His main responsibility to the organization is not for its routine operation, but for its modification to meet changing demands and opportunities in its environment.... The chief executive's task is more than this (adaption and growth)--it is to provide for genuine innovative change in the organization's programs (in Marlick and Van Ness, 1962, p. 66).

Getzels and Guba (1958) developed a model for explaining social behavior that has been the stimulus for much writing and analysis by administrative theorists. The model is built upon the assumption that the process of administration deals basically with social behavior in a hierarchical setting (Morphet, Johns, & Reller, 1967, p. 67). Getzels states,

...we may conceive of administration structurally as the hierarchy of subordinate-superordinate relationships within a social system. Functionally, this hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve the goals of the social system (Getzels, 1958, p. 151).

Getzels (1958) conceived of organizations as having two independent yet interactive dimensions both of which must be recognized and dealt with appropriately if the organization is to operate effectively. He contended that,

...social behavior may be understood as a function of these major elements: institution, role, and expectation, which together constitute what we shall call the nomothetic or normative dimension of activity in a social system, and individual, personality, and need-disposition, which together constitute the ideographic or personal dimension of activity in a social system (Getzels, 1958, p. 152).

The model and theory developed by Getzels and Guba has helped to focus the attention of executives toward the necessity for dealing with not only the organization and its environment, but the internal individual or personal dimension of the organization environment as well.

Etzioni formulated a theory of organization based on the assumption that the exercise of power involved individual compliance



and that all organizations could be classified according to their compliance structures. He defined compliance as "a relation in which an actor behaves in accordance with a directive supported by another actor's power, and the orientation of the subordinated actor to the power applied" (Etzioni, 1961, p. 3). Etzioni assumed that power is exercised in organizations to secure individual rewards and deprivations and different types of power may be necessary depending upon a person's perception of the legitimacy of the exercise of power by his superordinate and the need disposition of his subordinate (Morphet, Reller, & Johns, 1967, p. 70). He identified three sources of organizational control available to the administrator: coercion, economic assets, and normative values (Etzioni, 1961, p. 12). The type power exercised by an executive, according to this theory, then becomes important to the organization insofar as it becomes a factor in determining the individuals degree of positive or negative involvement in the organization.

Presthus (1962) developed a theory of organization based on the individual's reaction or accommodation to the organization within which he operates. Presthus (1962) theorized that the psychological and sociological consequences of the organizational structure on the individual are very substantial. He further theorized that organizations tend to pursue only the organizational or manifest goals and to neglect the individual or latent goals (Presthus, 1962, p. 6). The result, according to Presthus, is individual behavior adaptation or accommodation to the organizational

milieu. Some of these adaptations may be dysfunctional to the accomplishment of the organizational goals. Presthus' concern for the motivations and goals of the individual within the organization is similar to the Getzels and Guba model with two dimensions of organizational activity.

Argyris developed (1962) a theory of organization that is similar to the Presthus and Getzels and Guba models in that he too stressed the human factor. According to Argyris (1962), conflicts arise between the healthy human personality, with its goal of self-fulfillment and independence, and the organizational bureaucratic structure with its formal rules and subordination of the individual. Argyris concluded that a reduction in the degree of dependence and subordination of the individual to rigid organizational structures would have a positive effect on the organizations total effectiveness (Hack, 1965, p. 182).

The chief executive officer of an organization is generally expected to exert some type of leadership within that organization. The leadership style utilized and its relative effectiveness are the result of the interplay of many variables. Thompson (1961) related the complexity of the leadership concept theorizing that although an executive may be placed at the top of a bureaucratic organization chart he may not be the true leader of the organization. He contended that headship and leadership are incompatible and that they are rarely held by the same person at the same time. Thompson (1965, p. 6) illustrated the leadership dilemma noting the growing



gap he perceived between decision makers and specialists within organizations. He further contended that, "this situation produces tensions and strains the willingness to cooperate" (Thompson, 1965, p. 6). Thompson issued a warning to executives against becoming bureaupathic, relating that, "The growing imbalance (between the right to decide and the power to do) generates tensions and insecurities in the system of authority.... Attempts to reduce such insecurity often take the form of behavior patterns which are dysfunctional (bureaupathic) from the point of view of the organization, although functional enough from that of the insecure official" (Thompson, 1965, pp. 23-24).

Research studies concerning organizational and community power structures have yielded much data that is of great value to executive officers in large organizations. Perhaps the most relevant realization arising from such studies has been findings supporting the theory that within any social system there exists both formal and informal centers of power (Hunter, 1953). It has further been found that the power structures of social systems differ from one another and that they are a critical element in the operation and effectiveness of a given organization (Nunnery & Kimbrough, 1971, p. 11). Kimbrough (1964) has researched the influence of the informal power structure on decision-making at most all levels of educational organization. The general conclusion reached by Kimbrough and Nunnery (1971, p. 8), that influence is unequally distributed within

social organizations or settings, has major implications for the chief executive that is charged with the responsibility of administering an organization.

Review of Research Studies and Pertinent Literature on  
Multi-Unit Community College Districts

The research studies and literature presented in this section are arranged chronologically.

A study by Erickson (1964) summarizes the experience of the Chicago City Junior College as a case history in the development and operation of a big-city, multi-campus, public junior college. In his discussion Erickson examined the factors he believes have promoted the trend toward urban and multi-campus community junior colleges.

Several factors lie behind the recent development of junior colleges in big cities and the almost simultaneous trend toward multi-campus operations.

First, the rural-to-urban shift of population, resulting from the mechanization of rural farming and the growth of urban industry, is producing rapid concentration of population in urban centers. In Illinois, for example, it is estimated that by 1980, ninety-one percent of college age youth will reside in eight metropolitan areas.

Second, selective population migrations are increasing the need for public educational services in big cities. Families of greater economic competence and fewer children leave the city for the suburbs, while rural and foreign-born families with lower economic status, more children, and lower educational attainment enter the city.

Third, the high birthrate of the postwar years is producing a rapid increase in the college age population.

Fourth, rapid changes in technology and consequent changes in the employment market in big cities are placing a premium on functional education for young people and continuing education for adults.

Fifth, administrators and boards of senior colleges and universities are coming to understand more and more the role of the "open-door" junior college in the world of higher education. They recognize the importance of the junior college as a means of conserving and developing the human resources of the big city and of enabling the senior colleges and universities to devote more attention to upper division and graduate programs (Erickson, 1964, pp. 17-18).

Noting that these demands have given impetus not only to the general growth of urban junior colleges, Erickson stated that they have also led to the particular development of multi-campus colleges.

The multi-campus, public junior college, with an effective "open-door" admission policy, is uniquely able to provide educational services that are physically accessible to all the city's residents and that meet the varied needs of the many elements of the complex, big-city community (Erickson, 1964, p. 18).

Although optimistic regarding the tremendous potential of a multi-campus community college for providing effectively accessible educational opportunities to all segments of an urban area, Erickson (1964) clearly pinpoints certain problems inherent in such operations. The problems of administrative organization, faculty organization, and the development of varied educational programs are all cited as critical. But the overriding challenge facing multi-campus organizations is expressed by Erickson in regard to administrative structure. "The goal of the administrative organization...is to foster the

creativity and flexibility of each campus, establishing unity in the multi-campus college without rigid conformity" (Erickson, 1964, p. 19).

Jensen (1965) conducted a study to examine the role of both the central office and individual campuses of multi-campus community college districts. The study involved a survey of ten urban multi-campus community college districts in six different states and sought specifically to identify the reasons for multi-campus districts, the type of organization used in such districts, and the major administrative policies and practices followed in six selected areas of administration (Jensen, 1965, p. 8). The principle reasons Jensen identified for the emergence and growth of multi-campus community college organization were:

1. To compensate for district geographical size which prohibited one campus from servicing the district adequately.
2. To equalize educational opportunities through effective accessibility of the college to the residents of the district.
3. To meet the differing educational needs of the various communities within the district.
4. To accommodate applicants after the district's only campus had reached its maximum capacity.
5. To keep each campus to a reasonable and functional size. (Jensen, 1965, p. 8).

As a source for data collection in his case studies, Jensen (1965) utilized interviews with district and campus staff members, members of college boards of trustees, and local citizens from each district. He also surveyed official documents and reports, as well

as historical information on each district in the study. Of the ten districts surveyed, Jensen classified two of them as multi-college districts, five as multi-campus districts and three as multi-program districts. The definitions derived by Jensen for use in categorizing multi-unit community college districts are,

1. Multi-college district - a district operating two or more individual comprehensive colleges.
2. Multi-branch (multi-campus) district - a district operating a single legal institution with two or more comprehensive campuses.
3. Multi-program district - a district similar in organization to multi-branch districts except that each branch (or campus) offers a different educational program; for example, a technical and vocational program on one campus, and arts and sciences on another (Jensen, 1965, p. 9).

The findings of the Jensen study have broad applicability to multi-unit community college districts and have provided impetus for many other research studies. The major findings Jensen reports regarding multi-unit districts are,

1. The ten districts in the study can be grouped as either multicollege, multibranch, or multiprogram.
2. There is a definite trend toward the multi-college organizational pattern in the districts in the study.
3. Administrators, faculty members, and students on individual campuses favor the trend toward the multicollege scheme with its increase in local autonomy.
4. No district has fixed internal geographical boundaries for any of its individual units or campuses.



5. Five districts in the study have central office positions in business and/or instruction which rank higher than the chief campus administrators.
6. Chief campus administrators in seven of the ten districts in the study are titled "dean" or "director," whereas all chief campus administrators in the multicollege district are titled "president."
7. Central offices are located on one of the individual campuses in seven of the eight multibranch and multiprogram districts, which often gives rise to dissension, jealousies, divergent loyalties within the district. (Jensen, 1965, p. 9)

In regard to the centralized-decentralized issue in the organization and administration of multi-unit community college districts, Jensen concludes his study with the following perceptive forecast,

Multicampus junior college districts are here to stay; and even though there are problems, the numbers of such districts will increase. As they progress through their developmental cycle the campuses will tend to become more independent and the majority of multicampus districts will eventually become multicollege districts (Jensen, 1965, p. 13).

Masiko (1966) wrote an article that illustrates how to develop a multi-campus organization for a metropolitan community college. Using Miami-Dade Community College as the example, Masiko outlined the legal structure within which the college must operate and warned against any universally acceptable scheme of organization.

...While it may be possible to describe an ideal organizational pattern, this must be tempered by the realities of the legal and historical situations in which particular metropolitan community junior



colleges find themselves.... Different organizational patterns may be needed at the various stages of growth and development of the multi-campus complex (Masiko, 1966, p. 23).

Bogart (1968) conducted a research study of Tarrant County Junior College District. The study had the two-fold purpose of providing a documented account of the initial development of a multi-campus junior college district, and formulating a set of multi-campus development guidelines. Using interviews, news articles, published materials, letters and various district documents as sources of data, Bogart concluded that only minor differences existed between guidelines used in developing single and multi-campus junior colleges.

Jones (1968) conducted a study of multi-unit community college districts with the purpose of identifying trends in organizational structure and general administration. From his survey of trends toward the multi-unit organizational pattern, Jones identified a continuum that can be used to illustrate the development from centralized to decentralized authority. The major finding in the Jones study concerns the concept of centralized or decentralized authority relationships within community college districts. Specifically, Jones noted that institutions tend to develop longitudinally toward more autonomous operations. In illustration he notes that as a college moves from being small and less complex into the stage of large multi-unit operation, less centralized control is desired in favor of a more autonomous component

relationship. Jones further clarified his position stating that,

...The central office provides leadership and much service at the beginning. As the units can meet their own service requirements locally, fewer services should be located centrally. Multi-campus organization should be constantly evolving from strong central control when units are small and weak to much autonomy as the unit demonstrates their ability (Jones, 1968, p. 35).

In 1969, Kintzer, Jensen, and Hansen conducted an extensive study of forty-five multi-unit junior college districts (Kintzer, Jensen, & Hansen, 1969). The districts studied represented seventeen states and included a wide diversity of economic and demographic characteristics. Although Kintzer and his associates concluded that there was no universally "best" organizational scheme for multi-unit districts, they did suggest a categorization of administrative functions that were termed district guidelines. Guidelines suggested for assigning central office functions were,

1. That a chancellor represent the board of trustees and be responsible for general administration of the entire district.
2. That the central office have at least three administrative positions besides the chief administrator (chancellor), specifically in the areas of business affairs, instructional programs, and semi-professional education.
3. That the central office be located completely away from all campuses, preferably at a location central to the entire district.
4. That no one at the central office, other than the chief administrative officer of the district, be at a level higher than that of the chief campus administrators. (Kintzer, Jensen, & Hansen, 1969, pp. 51-52)

Guidelines suggested for assigning administrative functions to individual colleges were,

1. That each campus have as much autonomy as possible.
2. That experimentation on the campus level be encouraged and supported.
3. That each campus be allowed to hire its own personnel.
4. That the people hired for the positions of chief administrators on the campuses agree with the philosophy of the organization as decided by the board of trustees.
5. That the right type of chairman be chosen for a department within the college.
6. That teachers and administrators have mutual respect for each other's responsibilities and competencies.
7. That leadership is a crucial factor in the success or failure of a district system.  
(Kintzer, Jensen, & Hansen, 1969, p. 53).

The study by Kintzer, Jensen, and Hansen (1969) identified many characteristics of multi-unit organizational structures. Although the authors of the study conclude that multi-campus junior college districts are here to stay and will continue to increase in number and size, they also identified some of the major criticisms and possible disadvantages of this type organization. Some of these are,

1. Insensitive to particular service areas within the district.
2. Size and complexity of the institution make it not well suited to change and innovation.

3. Community identification with the institution is more difficult to achieve.
4. Central office personnel tend to become too directive.
5. Operating costs are greater especially during the first few years.
6. Dysfunctional competition among the campuses in the district.
7. One campus may become oriented toward vocational or "blue collar" programs and another campus toward only college transfer programs, thereby promoting possible social stigmas, (Kintzer, Jensen, & Hansen, 1969, p. 30).

Block wrote an article in 1970 in which he explored the issue of centralization and decentralization of administrative functions in multi-unit community college districts (Block, 1970). In the article, Block concluded that patterns of multi-unit organization in community college districts are quite varied, thereby making it extremely difficult to identify a set formula which would fit each district's peculiarities. The choice between a centralized multi-campus system and a decentralized multi-college system is a difficult one and usually rests with the board of control of the district. In order to clarify the decision alternatives available, Block identified a list of thirteen questions that must be answered in arriving at an appropriate organizational scheme. In conclusion, Block noted that despite the desired autonomy of local units in a multi-unit district, there are still important areas that require a high degree of uniformity among the colleges in the district.

In Governance for the Two-Year College, Richardson, Blocker, and Bender present a comprehensive analysis of the governance structures of two-year colleges. In their description of administrative organizations they present some important concepts regarding multi-institution districts. Noting the trend for urban districts to develop multiple campuses, the authors comment on the degree of centralization stating,

Regardless of the degree of decentralization, there are significant differences between free standing institutions and one that is a part of a system. There is little possibility that the degree of autonomy afforded can ever approach the level that is desired by the constituents of a campus. Even in districts that have sought to provide maximum autonomy to campus units by calling them colleges and by providing the chief executive with the title of president, there is still a constant tension accompanied by the ever-present realization that the needs and priorities of the system take priority over the aspirations of the individual units (Richardson, Blocker, & Bender, 1972, p. 125).

Favoring the participational mode of administration, Richardson, Blocker, and Bender note that,

...all of the problems that can be attributed to the bureaucratic structure as an organizational form for the individual college are raised to the  $n$ th power in a multi-institutional district with  $n$  representing the number of campuses. If the multi-institutional district is to remain responsive to the needs of each locality it serves, the concepts of the participative model assume increased importance (Richardson, Blocker, & Bender, 1972, p. 126).

According to these authors, as urban multi-institution districts increase in size and complexity they also increase the probability of becoming remote from the needs of their constituencies and



impervious to organizational change (Richardson, Blocker, & Bender, 1972, p. 126). As an alternative to this fate they suggest the use of the participative model concluding that the need for such a model of governance may be greater for multi-institution districts than for a single unit system.

There are many specific areas of multi-unit community college organization and governance that are in need of empirical study. Some studies have been undertaken in several areas to identify empirically useable data from these urban districts. McCluskey (1972) made a study of the formal decision-making procedure for student personnel services in multi-campus community colleges. Holcombe (1974) did a research study on the formal decision-making for curriculum and instruction in multi-campus districts. And Bielen (1974), in his doctoral dissertation, reported the findings of his study of budget administration in multi-campus community colleges.

#### Review of Research Studies and Pertinent Literature on Community College Chief Executive Officers

There has been a great deal of research conducted concerning the role and function of executive officers in various organizational settings. Much of the research pertinent to this study is concerned with business organization, and to some lesser extent, with college chief executives in general. The specific role of the community college chief executive officer has been explored in a much more limited number of research studies. The role of chief



executive officers in multi-unit districts is severely neglected in the research and literature.

The most frequent observation made in studies of community college chief executives is that their role has changed significantly over the past two decades. The following comment well illustrates the situation as it currently exists.

The responsibilities of two-year college presidents have increased and become more complex as the two-year college has assumed a larger and larger share of post-high school education during the past twenty years. These changes are the results of increasing size and complexity which will continue to expand the functions and problems of the college president in the future (Blocker, Plummer, & Richardson, 1965, p. 185).

In 1961, LaVire conducted a research study of the critical task areas for public junior college administrators. LaVire (1961) gathered data for his study from three groups: (1) a panel composed of seven public junior college chief administrators in a selected state; (2) a sample consisting of eighty-two public junior college chief administrators in the nation; and (3) a jury of seven public junior college chief administrators. In his study, LaVire identified five operational areas, or critical task areas of public junior college administration. Within these five areas, he identified forty-nine more specific critical tasks. LaVire (1961, pp. 18-50) lists the critical task areas and critical tasks as follows,

A. Instruction and Curriculum Development

1. Providing for the formulation of curriculum objective.
2. Providing for the determination of curriculum content and organization.

3. Relating the desired curriculum to available time, physical facilities; and personnel.
4. Providing for materials, resources, and equipment for the instructional program.
5. Providing for the supervision of instruction.
6. Providing for in-service education of instructional personnel.

B. Student Personnel

1. Providing for initiating and maintaining a system of student accounting and attendance.
2. Providing measures for the orientation of students.
3. Providing counseling services.
4. Providing student health services.
5. Providing for individual student inventory service.
6. Providing for occupational and educational service.
7. Providing for placement and follow-up services for students.
8. Arranging for continual assessment and interpretation of student growth.
9. Providing for means of dealing with student irregularities.
10. Providing student activity programs.

C. Physical Plant

1. Determining the physical plant needs of the community and the resources available to meet those needs.
2. Providing leadership in developing a comprehensive plan for the orderly growth and improvement of plant facilities.

3. Initiating and implementing plans for the orderly growth and improvement of plant facilities.
4. Developing an efficient program of operation and maintenance of the physical plant.

D. Staff Personnel

1. Providing for the formulation of staff personnel policies.
2. Providing for the recruitment of staff personnel.
3. Selecting and assigning staff personnel.
4. Promote the general welfare of the staff.
5. Developing a system of staff personnel records.
6. Stimulating and providing opportunities for professional growth of staff personnel.

E. Junior College Finance and Business Management

1. Providing for recruiting and organizing the business staff.
2. Obtaining college revenues.
3. Working with the governing board in formulating a salary schedule.
4. Preparing the college budget.
5. Administering capital outlay expenditures and debt service.
6. Administering college purchasing.
7. Accounting for college monies.
8. Accounting for college property.

9. Providing for a college insurance program.

10. Providing for a system of internal accounting.

Although the LaVire study did not deal directly with the role of the junior college president, it did provide much empirical data concerning general administrative tasks in public community junior colleges. LaVire's study contributed greatly to the development of the questionnaire used in this study.

In 1962, Shannon investigated the role of public community junior college presidents (Shannon, 1962). In his study Shannon undertook the purpose of analyzing the role of community college presidents as it was perceived by presidents themselves. He placed emphasis on comparisons of actual and preferred frequencies of personal involvement by the president in twelve broad areas of administration. General biographical data was also gathered concerning the community college president, such as; sources, previous experience, and educational backgrounds of these administrators. The major source of data for the Shannon study was a questionnaire mailed to 312 community college presidents. From the results of the study, Shannon (1962, pp. 104-113) reached the following general conclusions concerning the role of the public community college president,

1. Community college administration is sufficiently different from other areas of administration to warrant special professional study and attention.

2. Presidents believe that community colleges should be autonomous and under the jurisdiction of independent boards of control.

3. Most presidents are now drawn from the fields of higher education rather than from secondary education as was the case a decade ago.

4. Fifty-five percent of the presidents hold master's degrees while forty-three percent hold doctorates, indicating no change in percentages since the 1950's.

5. Presidents spend most time on matters relating to (1) staff, (2) public relations, (3) finances, and (4) students. They would prefer to spend their time in the areas of (1) staff, (2) curriculum development, (3) public relations, and (4) students, in that order.

6. Presidents list these areas as most neglected or unattended, in rank order, (1) alumni, (2) legislation, (3) students, and (4) professional activities.

7. Presidents believe their role is that of educational leader both in the community and on the campus. Accordingly, they feel a responsibility to involve themselves in community affairs and to help formulate policy and remain close to the areas of curriculum development, staff and faculty supervision, student personnel work and instruction.

In conclusion, Shannon (1962, pp. 104-113) identified several major implications that are drawn from his findings.

1. Administrators in the field of community college administration must be prepared to handle the multiple responsibilities of autonomous institutions, to understand the special mission of the community college and to interpret this mission broadly to lay and professional persons.

2. Programs of administrator preparation should stress the social setting of the community college and should broaden the administrator's understanding of educational theory, sociology, and modern technology.

3. The personal orientation of the community college president should be rooted in a desire to further the democratization of higher education.

Graham (1965) conducted a study to determine how three variables - school size, geographic location, and reporting authority - affected the perceived performance by the presidents of certain acts divided into five areas of administration, and how each president perceived these acts to be. The responses to a questionnaire were also analyzed by the following five administrative processes: planning, organizing, leading, controlling, and assessing. The Graham (1965, pp. 93-100) study produced three findings pertinent to this review,

1. Size class of the school showed an inverse relationship between the size class and the importance attached to the various items concerning administrative activity of presidents.

2. Except in the Mountain West, the farther west the location the higher the indicated mean response concerning the importance of an activity.

3. All class sizes of colleges and all geographic locations indicated assessing as the most important administrative process undertaken by the community college presidents.



DeLoache (1966) used the questionnaire method in his study to test whether or not faculty members and presidents attach importance to the same aspects of the functions of junior college presidents. The findings of his study revealed the following,

1. The difference between the faculty members and the presidents were in the degree of importance each attributed the statements to the office of president.

2. The results of the Chi-square test of significance indicated that there were significant statistical differences between rural and urban colleges on only four of thirty-four statements applicable to the use of the Chi-square test.

3. The presidents indicated greater expectations of the office of president than did the faculty members on forty-two of fifty-seven statements of the questionnaire.

4. Rural institutions had a greater expectation of the office of president on forty-eight of fifty-seven statements of the questionnaire.

Simon wrote an article in 1967 in which he described the job of a college president (Simon, 1967). The major functions of the chief executive officer according to Simon are,

1. Raising money.
2. Balancing the budget.
3. Participating in the establishment of institutional goals.
4. Working with faculty to create an environment that encourages learning.

5. Recruiting and maintaining a high quality of faculty. (Simon, 1967, pp. 68-78)

In the article Simon (1967) draws a parallel between the responsibilities of the college president and those of top executives in other types of organizations. Although the functions he enumerates are not intended specifically for the community college president, they do provide accurate representation of generally applicable functions discussed in much of the literature.

Morrissey, in a 1967 article, presented his view that multi-unit community college districts should be decentralized in administrative structure.

I recommend that in complex community college systems each college established be called a college, with the privilege of naming the school reserved for the college professionals and interested citizens of the region to be served. The word "campus" calls forth the mumified ghost of higher educational mistakes; the word "college" describes what the institution is in fact (Morrissey, 1967, p. 40).

In regard to the chief administrative officer of the district, Morrissey offered the following statement as to his role in a multi-unit district,

Most existing systems do not pretend - in their own retreats - that the nominal head of a multi-unit college system actually makes the controlling decisions affecting the operations of the specific schools (Morrissey, 1967, p. 39).

Morrissey believes that the community college chief executive officer is too far removed from his counterparts at the individual campuses or institutions to actually make any controlling decisions. Instead, Morrissey contended, the district or college president

must foster local autonomy so that the local campuses can provide the leadership needed at that particular location.

In summary, Morrissey presented a list of daily responsibilities for which the multi-unit college president should be held accountable,

1. Supervision of physical growth.
2. Long-range planning.
3. Relationship with the board of trustees.
4. Acquisition of financial resources.
5. Interpretation of board goals and policies.
6. Strengthen the recruiting process (Morrissey, 1967, p. 39).

Upton (1969) conducted a research study of the role expectations of faculty and trustee groups for the community junior college president. From the findings of his study, Upton (1969, pp. 184-187) presented the following conclusions that are pertinent to this review,

1. In specifying the behavior expected of the president, faculty members differed significantly with board members.
2. Differences between board and faculty groups in their expectations reflected consistent differences in position regarding certain types of behavior.
3. Greatest differences between board and faculty groups centered around how primary responsibility for decision-making should be divided within the college.

Osborne (1969) conducted a study of the community college presidency with the major purpose of determining the behavioral

characteristics deemed critical to the president's effectiveness. In the study, Osborne (1969, pp. 129-132) also sought to compare various groups of respondents in order to determine if they perceived these critical requirements in the same manner. The study was carried out using the critical incident technique and a questionnaire derived from the critical incidence results. Based on the results of the study, the following major conclusions were presented,

1. While the critical requirements of the junior college presidency are few in number, they touch primarily the area of human relations.

2. Because the critical requirements of the presidency are viewed essentially the same way by all groups in the college community, they represent a sound foundation for the development of highly efficient administrative procedure.

3. The overall behavior of the junior college president is effective, but his relationship to his faculty and administrative staff needs strengthening.

4. Although the development of an atmosphere of academic freedom is a critical requirement of the presidency it is not a profound issue on the junior college campus today.

5. The trustees are apparently more passive in their view of the presidency than any other group within the junior college community.

A monograph by Cohen and Roueche, published in 1969, examined educational leadership from the standpoint of the junior college presidency. Specifically, their investigation sought to determine whether the junior college president is assigned responsibility for educational leadership by his board of trustees, and whether the president actually addresses himself to such matters. In examining board policy manuals, presidential job descriptions, and presidential reports, the authors concluded that, "In general, the junior college president is neither assigned responsibility nor held accountable for educational leadership" (Cohen & Roueche, 1969, p. 18). The responsibilities found to be typically assigned to the president were; campus development, implementation of board policy, control of fiscal affairs, supervision of administrative and teaching staff, and campus law and order.

VanTrease (1972) conducted a study of authority relationships between chief district administrators and chief campus administrators in multi-campus junior college districts. The major purpose of the study was to determine whether there was a difference in the perceptions of authority relationships existing in their schools between the two groups of administrators used in the study. Using the semantic differential as the measuring device, VanTrease sent questionnaires to forty-three chief district administrators and one hundred sixteen chief campus administrators. Administrators were asked to indicate their perception of current district participation

in the following functions,

1. Textbook selection.
2. Recruitment of new staff members.
3. In-service training.
4. Physical facility planning.
5. Budget preparation.
6. Public information services.
7. Student personnel services.
8. Curriculum development.
9. Community service development. (VanTrease, 1972, pp. 167-172)

VanTrease found that of the nine functional areas used in his study, general accord in perception between the two groups of administrators was found only on central office participation in textbook selection and recruitment of new staff members. In view of the findings, VanTrease recommended that communications between the central office and the campuses be improved, and that policies and responsibilities be more clearly defined.

The review of the literature and research related to community college chief executive officers provided the author of this study with valuable insights into college executive functions and added greatly to the structural development of this study.



### CHAPTER III

#### MIAMI-DADE: THE ROLE OF THE CHIEF EXECUTIVE OFFICER AT A MULTI-CAMPUS INSTITUTION

Miami-Dade Community College served as the multi-campus community college district sample in this study. This chapter is a discussion of the functions and role, legal and perceived, of the chief executive officer (President) of Miami-Dade Community College.

The first section describes the environmental setting of the college within the district. Section two is a description of the history and development of the college with emphasis on the present conditions that exist. In section three the basic legal structure of governance is outlined and the role of the chief executive officer (President) is discussed. Section four presents the findings of the questionnaire and structured interviews held at the college. The chapter is concluded with a brief summation and discussion of some general observations about the functions of the President of the College.

##### Environmental Setting

Miami-Dade Community College is located in Metropolitan Dade County, an area of the southeastern coast of Florida that comprises approximately 2,015 square miles of land area (Institutional Self

Study, 1974, p. 1). The county contains twenty-six separate municipalities; the city of Miami being the largest with a population of over 350,000 people (The World Almanac, 1975, p. 628).

All of the county's municipalities are part of a metropolitan form of government. The county experienced a 36 percent growth rate in population between 1960 and 1970, from 322,745 to 1,392,300 people (Institutional Self Study, 1974, p. 1). Overall, Dade ranks twenty-fourth in size among the nation's metropolitan areas (The World Almanac, 1975, p. 628). The following is a listing of some of the significant characteristics of the citizenry of Dade County (Institutional Self Study, 1974, pp. 1-2).

1. The age group over 65 years old represents 13.6 percent of the total population.

2. Dade County is twelfth nationally in the age group of 18 years old and under.

3. The County maintains the sixth largest public school system in the country.

4. The median educational attainment level of the residents 25 years and older is 12.1 years.

5. In 1972, 23.6 percent of the 1.3 million people in the County were Spanish-speaking, which represents the largest ethnic minority group in the country. The County was declared an official bilingual County in 1973.

6. Approximately 15 percent of the population are members of the Black race.

7. The median family annual income is \$9,245.

8. Approximately 11 percent of the population are considered to be living below the defined poverty level.

The economy of the county is built primarily around trade and service industries geared to tourism and the provision of goods and services to an expanding population. The largest employer in the county is the Dade County public school system (Institutional Self Study, 1974, p. 2). It is generally acknowledged that further diversification is desirable in the county to aid in stabilizing the economy and to provide increased employment opportunities.

#### History and Development of the College

Miami-Dade Community College began operation in temporary facilities on September 6, 1960, under the name of the Dade County Junior College (Institutional Self Study, 1974, p. 3). It was established as part of the Florida system of junior colleges and was jointly supported by state and local funds.

By the end of the second year of operation the college had doubled its original enrollment of 1,428 and was serving 3,544 students at the two initial centers (Institutional Self Study, 1974, p. 3). The growth was continued and rapid, so that by May 4, 1969, the college had awarded over ten thousand associate in arts degrees (Institutional Self Study, 1974, p. 4).

In the fall of 1962 the college moved to its first permanent campus, now designated the North Campus, with a first year

enrollment of 6,138 students (Institutional Self Study, 1974, p. 4).

It was during the first year at the North Campus, in the Spring of 1963, that the name of the college was officially changed to Miami-Dade Junior College.

The South Campus began operations in temporary facilities in the fall of 1965 with an enrollment of 1,942 of the total college enrollment of 16,981 (Institutional Self Study, 1974, p. 5). In early 1967 the South Campus began operations at the current permanent site.

The rapid growth of the college is well illustrated by the following facts,

1. Miami-Dade Community College enrolls more full-time equivalent students than any other community college in the nation.
2. By the fall of 1967, Miami-Dade Junior College had the largest enrollment of any institution of higher education in Florida with a student population of 23,341.
3. The 100,000th student was registered on August 25, 1969.
4. By 1971 there were seven off-campus centers operating as extensions of the three major campuses (Institutional Self Study, 1974, pp. 1-7).

The Downtown Campus became the college's third campus when it opened in the fall of 1970 in temporary facilities. By the fall of 1973 when the permanent campus was opened, the Downtown Campus enrollment had climbed from 1,021 to 5,407 students (Institutional Self Study, 1974, p. 7).

The Medical Center Campus was originally operated as an off-campus site, but in the fall of 1974 it began operations in temporary facilities at the Mount Sinai Hospital complex. This campus primarily houses the Allied Health Studies programs with a total enrollment of approximately 2,000 students. Permanent facilities are expected to be completed by the fall of 1976.

With the continued expansion of educational services at multiple centers and campuses, Miami-Dade has moved steadily toward the realization of a truly community college. With this development in mind, on July 1, 1973, the District Board of Trustees formally changed the name of the college to Miami-Dade Community College (Institutional Self Study, 1974, p. 8).

The enrollment figures for Miami-Dade as of the fall term of 1974 serve well to illustrate the involvement of the college in attempting to meet the educational needs of the district.

Total College Enrollment (1974-75)  
(Office of Informational Services, 1974-75)

Credit students = 31,663

Non-credit students = 10,659

Total 42,322

Campus Enrollment (1974-75)  
(Office of Informational Services, 1974-75)

North Campus = 20,433

South Campus = 15,550

Downtown Campus = 6,339

Medical Center Campus - unofficial estimate by college officials of 2,000.



### Legal Structure of Governance

At Miami-Dade Community College a multi-campus administrative system is set up where the central college administrator assumes the role of providing support of instruction and the provision of services such as admission, registration, budgeting, purchasing, personnel, institutional research, library acquisitions, instructional resources, facilities, planning, and the overall college planning and program coordination (Institutional Self Study, 1974, p. 6). The officer legally responsible for the operation of the college is the President, who is appointed by the Board of Trustees. His responsibilities are specified in both the Department of Education Regulations and the college Manual of Policy. The position description of the college President provides a summary of the President's basic responsibilities (see Appendix C: Community College President).

The chief administrative officer for each campus is designated as a college vice-president and is appointed by the President (see Appendix D: College Organization Chart). Although the President is responsible by law for the administration of the total college, at Miami-Dade he delegates considerable authority to the campus vice-presidents for the day-to-day internal operation of each campus (Institutional Self Study, 1974, p. 6).

The first President of the college was Dr. Kenneth R. Williams, who served from 1960 to July 1, 1962. Upon this date, Dr. Peter Masiko, Jr. became the second President of Miami-Dade and currently serves in that capacity.



On July 1, 1968, upon action by the Florida Legislature, each college in the Florida system of junior and community colleges became a separate legal entity (Institutional Self Study, 1974, p. 6). From this date, Miami-Dade Community College, as well as all the other colleges in the state system, have been governed by a local District Board of Trustees (consisting of five members) appointed by the Governor of the State. The Board of Trustees is granted legal authority to operate the college within the broad framework of state regulations promulgated by the Florida Board of Education.

#### Findings of the Questionnaire and Structured Interviews

The two instruments used to gather data for this study provided the researcher with a great amount of information concerning the perceptions of the selected participants at Miami-Dade Community College (see Appendix B). All of the information was obtained during scheduled personal interviews with each of the participants. The first fifteen minutes were usually used for the participant to complete the questionnaire. If any questions were raised by the participant about the questionnaire they were answered immediately by the researcher. Upon completion of the questionnaire the structured interview guide was used to carry out the remainder of the interview, which usually lasted another fifteen to thirty minutes. All participants were very cooperative and were very willing to discuss their perceptions with the researcher.

The findings of the questionnaire and the structured interview were calculated and arranged into table form and are presented in Tables 1-6. The data contained in each of the six tables are discussed in the following pages.

In Part I of the questionnaire the respondent was instructed to rank order a list of six administrative categories according to the importance they attributed to each of them as an executive function (see Table 1). They were then instructed to rank order the specific activities listed within each of the categories (see Table 2). Space was also designated for any activities the respondents wanted to add to the questionnaire.

Planning was seen as the most important administrative category by 34.2 percent of the participants, thereby ranking it number one among the six categories. The importance attributed to planning as an executive function was more clearly demonstrated by the fact that 59.9 percent of the participants ranked it as number one or two, and 85.6 percent ranked it within the top three categories. The category also received the highest mean (2.34) and median (1.77) rankings.

The administrative category of finance was ranked second with 40 percent of the participants selecting it as one of the top two categories. Although this category was ranked highly compared to the other four categories, its mean response of 2.88 and median ranking of 2.33 are significantly lower than the number one ranked category of planning. It is also important to recognize that 51.3

TABLE 1

## RANKING OF ADMINISTRATIVE CATEGORIES AT MIAMI-DADE COMMUNITY COLLEGE

Administrative Category	<u>Rank Positions</u>												<u>Mean Response</u>	<u>Median</u>	<u>Mode</u>
	1		2		3		4		5		6				
	f	%	f	%	f	%	f	%	f	%	f	%			
Planning	12	34.2	9	25.7	9	25.7	2	5.7	1	2.8	2	5.7	2.34	1.77	1
Finance	7	20.0	7	20.0	8	22.8	10	28.5	2	5.7	1	2.8	2.88	2.33	4
Legitimization	1	2.8	10	28.5	6	17.1	10	28.5	5	14.2	3	8.5	3.48	4.04	2, 4
External Relations	7	20.0	3	8.5	3	8.5	5	14.2	5	14.2	12	34.2	3.97	3.80	6
Educational Leadership	7	20.0	2	5.7	7	20.0	1	2.8	11	31.4	7	20.0	3.80	4.04	5
Evaluation	1	2.8	4	11.4	2	5.7	7	20.0	10	28.5	11	31.4	4.85	4.35	6

Note.--f = frequency.

TABLE 2

## FUNCTIONS RANKED WITHIN CATEGORIES AT MIAMI-DADE COMMUNITY COLLEGE

Administrative Category	Rank Positions										Mean Response	Median	Mode
	1		2		3		4		5				
	f	%	f	%	f	%	f	%	f	%			
<u>Planning</u>  Specific Functions: (a) (b) (c) (d) (e)	12	34.2	8	22.8	5	14.2	10	28.5	0	0	2.37	2.70	1
	5	14.2	11	31.4	14	40.0	5	14.2	0	0	2.54	3.14	3
	2	5.7	9	25.7	11	31.4	13	37.1	0	0	3.00	3.65	4
	16	45.7	7	20.0	5	14.2	7	20.0	0	0	2.08	2.16	1
	0		0		0		0		0				
<u>Finance</u>  Specific Functions: (a) (b) (c) (d) (e)	10	28.5	8	22.8	14	40.0	3	8.5	0	0	2.28	2.90	3
	3	8.5	5	14.2	2	5.7	24	68.5	1	2.8	3.42	3.39	4
	2	5.7	13	37.1	15	42.8	5	14.2	0	0	2.66	3.19	3
	20	57.1	8	22.8	4	11.4	3	8.5	0	0	1.71	1	1
	0	0	1	100.0	0		0		0		2	2	2

TABLE 2 - CONTINUED

Legitimization

Specific Functions: (a) (b) (c) (d) (e)	6	16.6	13	36.1	8	22.2	9	25.0	0	0	2.51	2.95	2
	11	30.5	9	25.0	11	30.5	5	13.8	0	0	2.28	2.80	1,3
	7	19.4	6	16.6	12	33.3	11	30.5	0	0	2.75	3.45	3
	12	34.2	7	20.0	5	14.2	10	28.5	1	2.8	2.46	2.77	1
	0	0	1	100.0							2	2	2
<u>External Relations</u>  Specific Functions: (a) (b) (c) (d) (e)	6	16.6	9	25.0	2	5.5	8	22.2	11	30.5	3.25	4.13	5
	13	36.1	10	27.7	8	22.2	2	5.5	3	8.3	2.22	2.50	1
	10	27.7	6	16.6	10	27.7	9	25.0	1	2.7	2.58	3.20	1,3
	4	11.1	8	22.2	7	20.0	14	38.8	3	8.3	3.11	3.85	4
	3	9.3	3	9.3	10	31.2	3	9.3	13	40.6	3.63	4.00	5

TABLE 2 - CONTINUED

Educational Leadership

## Specific Functions:

(a)	16	45.7	5	14.2	5	14.2	9	25.7	0		2.22	2.30	1
(b)	9	25.7	13	37.1	10	28.5	3	8.5	0		2.22	2.66	2
(c)	9	25.7	11	31.4	12	34.2	3	8.5	0		2.26	2.76	3
(d)	1	2.8	5	14.2	7	20.0	21	60.0	1	2.8	3.46	4.22	4
(e)	0	0	1	100.0	0		0		0		2	2	2

Evaluation

## Specific Functions:

(a)	6	17.6	9	26.4	7	20.5	6	17.6	6	17.6	2.91	3.15	2
(b)	4	11.7	8	23.5	11	32.3	9	26.4	2	5.8	2.91	3.48	3
(c)	4	11.7	2	5.8	4	11.7	8	23.4	16	47.0	3.88	4.89	5
(d)	8	23.5	11	32.3	9	26.4	3	8.8	3	8.8	2.47	2.82	2
(e)	12	36.3	4	12.1	2	6.0	8	24.2	7	21.1	2.82	3.25	2
(f)	0		0		0		0		0				1

Note.--See Appendix B for Specific Functions.



percent of the participants ranked finance as either third or fourth, within the middle-range, in importance.

Legitimization of the institutions' policies and decisions was ranked third among the categories with 74.1 percent of the respondents placing it within the second, third, or fourth positions. Although this category received significantly less number one rankings than the fourth and fifth ranked categories, 2.8 compared to 20 percent, the number two ranking by 28.5 percent of the respondents was the highest in that position. The middle-range ranking is more clearly illustrated by its mean response of 3.48 and median ranking of 4.04. This category also produced the only bi-modal distribution with 28.5 percent of the respondents ranking it second and 28.5 percent ranking it fourth.

The fourth ranked category of educational leadership and the fifth ranked category of external relations were ranked very closely with mean responses of 3.80 and 3.97, respectively. This closeness is also illustrated by the fact that 45.7 of the participants ranked educational leadership within the top three in importance, as compared to 37 percent for the fourth ranked category of external relations. Most significant in the ranking of these two categories was the finding that 51.4 percent of the participants ranked educational leadership as either fifth or sixth in importance. The category of external relations fared somewhat better with a 48.4 percent ranking in these two positions. The most frequent ranking for the category

of educational leadership was fifth (31.4 percent), while the external relations category suffered the greatest percentage of sixth place rankings with 34.2 percent.

Evaluation was ranked last in importance among the six categories with 59.9 percent of the respondents placing it within the fifth or sixth position. Only 19.9 percent of the respondents ranked it within the top three categories, as the categories mean response of 4.85 would seem to reflect. Its lack of perceived importance is further illustrated by the fact that it has the lowest median ranking of the six categories with 4.35, and is second in having the greatest percentage of last place rankings with 31.4 percent.

The results of the rank ordering of the specific activities listed within each administrative category are presented in Table 2. The following discussion of these results is presented under the activities corresponding category heading.

### Planning

Activity "d" (setting operational priorities) and "a" (future or long-range planning) were ranked a close first and second with mean responses of 2.08 and 2.37, respectively. Activity "d" was ranked first by 45.7 percent of the respondents, compared to 34.2 percent for "a."

Activity "b" (program expansion) was ranked as either second or third in importance by 71.4 percent of the respondents and had a

mean response of 2.54. The median response for "b" was 3.14, which more accurately exemplifies the mode response of three.

Activity "c" (planning of physical facilities) was ranked the lowest of the four activities with 68.5 percent of the respondents placing it as either third or fourth. The median response for "c" was 3.65 which indicates its relative low ranking.

#### Finance

Activity "d" (priority ranking of resource allocation levels) was by far the highest ranked activity in the category with 79.9 percent of the respondents placing it as number one or two in importance. The mean response of 1.71 is reflective of the 57.1 percent number one ranking.

The activity ranked second was "a" (budget preparation) with 51.3 percent of the respondents ranking it as either number one or two in importance. However, the largest single ranking of the activity was 40 percent in the third position. This large third place ranking contributed greatly toward bringing the mean response down to 2.28 and the median ranking to 2.90.

Activity "c" (district budget administration) was ranked third with 79.9 percent of the respondents placing it as either second or third in importance. The most frequent ranking was third (42.8 percent), although the mean response was a little higher at 2.66.

By far the lowest ranked activity was "b" (fund raising) with 68.5 percent of the respondents placing it an number four. The mean response (3.42 reflects the large fourth place ranking.

### Legitimization

Activities "b" (constituent participation in governance) and "d" (improvement of institutional communication network) were ranked closely at first and second with mean responses of 2.28 and 2.46, respectively. Although activity "d" led in first place rankings, 34.2 to 30.5 percent, activity "b" maintained the overall edge in percentage of ranking in the top two places by 55.5 to 54.2 percent.

Activity "a" (openness in the decision-making process) ranked third among the four activities with 52.7 percent of the respondents giving it a ranking of first or second. However, the activity was ranked third or fourth by 47.2 percent of the participants, thereby raising the mean response to 2.51 and the median ranking to 2.95.

The last place ranking in this category was activity "c" (improving human relations and district morale) with 63.8 percent. Although the most frequent ranking was third (33.3 percent), the median ranking of 3.45 is reflective of the 30.5 percent last place ranking.

### External Relations

Activity "b" (involvement with state agencies and leaders) was clearly ranked the highest with 63.8 percent of the respondents placing it in first or second in importance. The 2.22 mean response and 2.50 median ranking of activity "b" also place it far above the other four activities in its perceived importance to the respondents.

Activity "c" (involvement with community groups) was ranked second with 44.3 percent of the respondents placing it in either

first or second place. It is significant to note, however, that 44.3 percent also ranked it as either second or third in importance. This phenomena is due to the bi-modal distribution of the rankings. The mean response of 2.58 and median ranking of 3.20 make this activity a solid second in its importance as perceived by the respondents.

Activities "d" (involvement with federal agencies and leaders) and "a" (involvement with accrediting agencies) were ranked closely at third and fourth with mean responses of 3.11 and 3.25 percent, respectively. Although "a" led in combined first and second place rankings, 41.6 to 33.3 percent, "d" maintained a small edge in median ranking, 3.85 to 4.13. This result is due chiefly to the large (30.5 percent) fifth place ranking received by activity "a."

Activity "e" (involvement with professional associations) was by far the least important activity in this category in the perception of the respondents. Although the median response was 3.63, 40.6 percent of the respondents ranked the activity in last place. The median ranking (4.00) is the most accurate in the description of the ranking of this activity.

#### Educational Leadership

Activities "a" (presenting policy recommendations to the board), "b" (initiation of educational policy), and "c" (providing motivational leadership to faculty and staff) are all close in the top three rankings with mean responses of 2.22, 2.22, and 2.26, respectively. Although activity "a" had the largest number of



first place rankings with 45.7 percent, activity "b" had a greater percentage of combined first and second place rankings with 62.8. The median rankings of these three categories is reflective of the closeness of their attributed importance. It is significant to note that activity "a" also had the second greatest percentage of last place rankings with 25.7.

Activity "d" (activities with students) was ranked last by 60 percent of the respondents with a median ranking of 4.22 percent. The 3.46 mean response also illustrates the negatively skewed distribution of this activity as perceived by the respondents.

#### Evaluation

Activity "d" (assessment of problems) received the highest overall ranking in this category with 55.8 percent of the respondents placing it either first or second. Although "e" (making judgments concerning external forces) received a greater number of first place rankings with 36.3 percent, the combined first and second place ranking was only 48.4. The fourth and fifth place rankings of activity "e" were also high with a combined percentage of 45.4. The greater dispersion of rankings in activity "e" as compared to "d" are reflected in their mean responses of 2.47 (in "d") and 2.82 (in "e"), as well as their median rankings of 2.82 and 3.25, respectively.

Activities "a" (evaluative judgments regarding institutional progress) and "b" (judgments on institutional efficiency) were



ranked a very close first and second with identical mean responses of 2.91 and median rankings of 3.15 and 3.48, respectively. The close rankings of these activities is further illustrated by the combined first, second, and third rankings in which activity "b" holds a slight edge with 67.5 to 64.5 percent.

Activity "c" (judgments on personnel matters) was ranked last by 47 percent of the respondents with this increasing to 70.4 percent when combined with the fourth place ranking.

In Part II of the questionnaire the respondents were instructed to estimate the percent of time they believed the President spends dealing with matters within each of the six administrative categories (see Table 3). The participants were further instructed to estimate what percent of the President's time is spent dealing with each of the specific functions listed within each category (see Table 4). For clarification, the respondents were told that the total amount of time spent in all of the activities within any category was equal to 100 percent of the executive's time spent in that category. In order to make interpretation of the time estimates more comparable, they are recorded in Tables 3 and 4 within intervals of ten percent each.

The respondents' estimates of the amount of time spend by the President in matters relating to each of the six categories can clearly be understood by placing them in enlarged time intervals (see Figure 1).

1-30%		11-30%		1-20%	
<u>Category</u>	<u>Percent</u>	<u>Category</u>	<u>Percent</u>	<u>Category</u>	<u>Percent</u>
Finance	100	Planning	76.4	Evaluation	87.0
Legitimization	100	Finance	71.8	Legitimization	84.7
Planning	96.9	Legitimization	60.5	Finance	84.3
Evaluation	90.2	External Relations	51.4	Educational Leadership	79.9
External Relations	87.7	Educational Leadership	42.8	Planning	79.3
Educational Leadership	85.6	Evaluation	25.5	External Relations	63.5

Figure 1. Percent of Responses Per Category within Enlarged Intervals.

TABLE 3  
PERCENT OF CHIEF EXECUTIVE'S TIME SPENT IN EACH CATEGORY AT MIAMI-DADE COMMUNITY COLLEGE

Administrative Category	Percent of Time Intervals											
	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	
	f	f	f	f	f	f	f	f	f	f	f	
Planning Finance Legitimization External Relations Educational Leadership Evaluation		7	20.5	20	58.8	6	17.6	1	2.9			
		9	28.1	18	56.2	5	15.6					
		13	39.3	15	45.4	5	15.1					
		12	36.3	9	27.2	8	24.2	2	6.0	1	3.0	
		15	42.8	13	37.1	2	5.7	3	8.5	2	5.7	
	2	6.4	20	64.5	7	22.5	1	3.2	1	3.2		

Figure 1 clearly shows that 85.6-100 percent of all responses in each of the six categories are within the 1-30 percent estimation interval. It also shows that a great majority (63.5-87 percent) of all responses were within the 1-20 percent interval. Only three majority estimates were achieved among all the intervals of all the categories. These were: planning, with 58.8 percent within the 11-20 percent interval; finance, with 56.2 percent within the 11-20 percent interval; and evaluation, with 64.5 percent within the 1-10 percent interval. Based on the enlarged interval of 21 percent and over, the following perceived category time rankings emerge from Table 3 (in descending order of estimated time),

1. External Relations	36.2%
2. Planning	20.5%
3. Educational Leadership	19.9%
4. Finance	15.6%
5. Legitimization	15.1%
6. Evaluation	6.4%

In order to clearly understand the findings presented in Table 4, each administrative category is discussed separately. In the discussion of each category each specific activity will be ranked according to the two or more consecutive intervals that must be grouped to obtain a majority of estimates for that particular activity.

#### Planning (See Table 4)

Activity "d" (setting operational priorities) was ranked highest with 55.8 percent of the estimates falling within the 21-40 percent

TABLE 4

## PERCENT OF CHIEF EXECUTIVE'S TIME SPENT ON FUNCTIONS WITHIN CATEGORIES AT MIAMI-DADE COMMUNITY COLLEGE

Administrative Category	Percent of Time Intervals										
	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
	f %	f %	f %	f %	f %	f %	f %	f %	f %	f %	f %
Planning Functions:											
(a)		6 17.6	11 32.3	8 23.5	6 17.6	2 5.8			1 2.9		
(b)		4 11.7	16 47.0	11 32.3	2 5.8	1 2.9					
(c)		14 41.1	13 38.2	3 8.8	4 11.7						
(d)		3 8.8	5 14.7	13 38.2	6 17.6	5 14.7	1 2.9	1 2.9			
(e)		2 50.0	2 50.0								
Finance Functions:											
(a)		9 25.7	5 14.2	13 37.1	5 14.2	2 5.7	1 2.8				
(b)	3 8.5	16 45.7	10 28.5	3 8.5	2 5.7	1 2.8					
(c)		5 14.2	13 37.1	12 34.2	3 8.5	2 5.7					
(d)		2 5.7	7 20.0	9 25.7	9 25.7	6 17.1	2 5.7				
(e)		4 57.1	2 28.5		1 14.2						

TABLE 4 - CONTINUED

Legitimization  
Functions:

(a)	1	2.8	11	31.4	7	20.0	12	34.2	3	8.5	1	2.8					
(b)	1	2.8	4	11.4	10	28.5	10	28.5	5	14.2	4	11.4	1	2.8			
(c)			5	14.2	18	51.4	10	28.5	2	5.7							
(d)			3	8.5	12	34.2	11	31.4	5	14.2	2	5.7	1	2.8			1
(e)			3	75.0											1	25.0	2.8
External Relations Functions:																	
(a)			22	62.8	8	22.8	2	5.7	2	5.7	1	2.8					
(b)			4	11.4	13	37.1	9	25.7	4	11.4	2	5.7	2	5.7	1	2.8	
(c)			7	20.0	12	34.2	13	37.1	2	5.7			1	2.8			
(d)	2	5.7	14	40.0	10	28.5	8	22.8	1	2.8							
(e)	1	2.8	14	40.0	9	25.7	5	14.2	4	11.4	2	5.7					
(f)			2	100.0													



TABLE 4 - CONTINUED

Educational Leadership Functions:	(a)	1	2.8	3	8.5	2	5.7	13	37.1	7	20.0	7	20.0	2	5.7	1	2.8		
	(b)			4	11.4	7	20.0	20	57.1	3	8.5	1	2.8						
	(c)			6	17.1	15	42.8	8	22.8	3	8.5	1	2.8	1	2.8				
	(d)	1	2.8	24	68.5	9	25.7	1	16.6	1	2.8								
	(e)			3	50.0	1	16.6	1	16.6									1	16.6
Evaluation Functions:	(a)			7	20.0	15	42.8	9	25.7	3	8.5			1	2.8				
	(b)			8	22.8	16	45.7	8	22.8	3	8.5								
	(c)			20	57.1	12	34.2	3	8.5										
	(d)			9	25.7	15	42.8	8	22.8	3	8.5								
	(e)	1	2.8	8	22.8	10	28.5	9	25.7	5	14.2	2	5.7						
	(f)			1	100.0														

Note.--See Appendix B for Specific Functions.

interval. Activities "b" (program expansion) and "a" (future or long-range planning) both fell within the 11-30 percent interval and were ranked a close second and third with 79.3 and 55.8 percent, respectively. Activity "c" (planning of physical facilities) was ranked last with 79.3 percent of the estimates lying within the 1-20 percent interval.

#### Finance (See Table 4)

Activities "d" (priority ranking of resource allocation ranking) and "a" (budget preparation) were ranked a very close first and second. Both activities had the majority of their responses fall within the 21-40 percent interval with "d" receiving 51.4 and "a" receiving 51.3 percent. However, activity "d" had 22.8 percent of its estimates fall within the 41-60 percent interval to only 8.5 percent for activity "a." Activity "c" (district budget administration) was third with 71.3 percent of its estimates within the 11-30 percent interval. Activity "b" (fund raising) was ranked last with 74.2 percent of its estimates falling within the 1-20 percent interval.

#### Legitimization (See Table 4)

Activities "b" (constituent participation in governance) and "d" (improvement of institutional communication network) were ranked close at first and second, both having a majority (57 to 65.6 percent) of their estimates fall within the 11-30 percent interval. Activity "b" holds a slightly higher ranking than "d" in the 31-100 percent interval (28.4 to 25.5). Activities "a" (openness in the decision-

making process) and "c" (improving human relations and district morale) are also closely ranked with both having majorities (54.2 to 51.4) in the 11-30 percent interval. Activity "a" is ranked third, ahead of activity "c," due to its higher ranking (11.3 to 5.7) in the 31-50 percent interval.

#### External Relations (See Table 4)

Activities "b" (involvement with state agencies and leaders) and "c" (involvement with community groups) are ranked very close in the number one and two positions, both having majorities in the 11-30 percent interval with 62.8 and 71.3 percent, respectively. Activity "b" has a slight advantage in the intervals over 31 percent with 26.5 percent, compared to 8.5 for activity "c." Activity "d" (involvement with federal agencies and leaders) is solidly in third place with 51.3 percent of its responses falling within the 11-30 percent interval. This activity also had a high ranking (40 percent) in the 1-10 percent interval. Activity "e" (involvement with professional associations) was fourth, followed closely by "a" (involvement with accrediting agencies). Both activities had large majorities in the 1-10 percent interval with "a" having 85.6 percent and activity "e" recording 65.7 percent.

#### Educational Leadership (See Table 4)

Activity "a" (presenting policy recommendations to the board) was given the highest ranking by the respondents with 57.1 percent of the responses with the 21-40 percent interval. Also significant

is the fact that 28.5 of the respondents ranked "a" within the 41-70 percent interval. Activity "b" (initiation of educational policy) was ranked second with 57.1 percent of the responses falling within the 21-30 percent interval and 11.3 percent within the 31-50 percent interval. Activity "c" (providing motivational leadership to faculty and staff) was in third place in the ranking with 65.6 percent of its responses within the 11-30 percent interval. The most frequently chosen interval for activity "c" was the 11-20 percent interval with a 42.8 percent response rate. Activity "d" (activities with students) was placed last in the category with 68.5 percent of the responses falling within the 1-10 percent interval.

#### Evaluation (See Table 4)

Activities "a" (evaluative judgments regarding institutional progress) and "b" (judgments on institutional efficiency) ranked a close first and second, both receiving 68.5 percent of their responses in the 11-30 percent interval. However, activity "a" was ranked slightly higher with a 9.3 to 8.5 percent edge over "b" in the 31 percent and over intervals. Activities "e" (making judgments concerning external forces) and "d" (assessment of problems) were likewise ranked very closely with both majority responses falling within the 11-30 percent interval, although activity "d" led in percentage of responses with 65.6 to 54.2 for activity "e." However, activity "e" was given the third place ranking and "d" the fourth based on its higher percentage (19.9

to 18.5) of responses above the 31 percent interval. Activity "c" (judgments on personnel matters) produced a solid last place ranking with 57.1 percent of its response falling within the 1-10 percent interval.

In Part II of the "Structured Interview Guide" each participant was read a list of twenty-four items, each item representing one functional role that is frequently cited as applicable to community college chief executive officers (see Appendix A). In regard to their perceptions of the role of the President at Miami-Dade Community College, each participant was asked to respond to each item by indicating one or more of the following,

1. Personal involvement by the President
2. Directly delegated by the President
3. Not a direct responsibility of the President
4. Not applicable.

In order to present the findings of Table 5 as clearly as possible, each of the twenty-four items are discussed separately. The findings are presented in terms of whether they show the item as being perceived as a direct function of the President or one that is delegated.

Item 1: Determine the library needs within the district.

This function was clearly perceived as delegated, as evidenced by the 68.5 percent frequency of response for choice number 3. No participants perceived this item as a function of the President.

Item 2: Attend state and national educational organization meetings and conferences.

This item did not present a clear majority of responses for any

TABLE 5

DEGREE OF EXECUTIVE INVOLVEMENT IN SELECTED FUNCTIONS  
AT MIAMI-DADE COMMUNITY COLLEGE

Question Number	Response Categories											
	1		1 and 2		2		2 and 3		3		All 3	
	f	%	f	%	f	%	f	%	f	%	f	%
1	0		0		9	25.7	2	5.7	24	68.5	0	
2	13	37.1	10	28.5	10	28.5	0		2	5.7	0	
3	21	60.0	8	22.8	5	14.2	0		0		1	2.8
4	5	14.2	8	22.8	21	60.0	1	2.8	0		0	
5	0		0		6	17.1	3	8.5	26	74.2	0	
6	1	2.8	1	2.8	26	74.2	1	2.8	5	14.2	1	2.8
7	4	11.4	3	8.5	14	40.0	3	8.5	11	31.4	0	
8	13	38.2	9	26.4	9	26.4	2	5.8	1	2.9	0	
9	12	34.2	5	14.2	14	40.0	0		4	11.4	0	
10	1	2.8	2	5.7	23	65.7	4	11.4	5	14.2	0	
11	4	11.4	6	17.1	21	60.0	1	2.8	3	8.5	0	
12	2	5.7	1	2.8	16	45.7	2	5.7	14	40.0	0	
13	3	8.5	4	11.4	23	65.7	0		5	14.2	0	
14	0		1	2.8	16	45.7	3	8.5	15	42.8	0	
15	12	34.2	9	25.7	9	25.7	1	2.8	3	8.5	1	2.8
16	0		0		11	31.4	1	2.8	23	65.7	0	
17	18	51.4	10	28.5	4	11.4	0		2	5.7	1	2.8
18	0		1	2.8	16	45.7	2	5.7	16	47.5	0	
19	0		1	2.8	18	51.4	3	8.5	13	37.1	0	
20	18	51.4	11	31.4	3	8.5	0		2	5.7	1	2.8
21	7	20.0	3	8.5	16	45.7	1	2.8	8	22.8	0	
22	8	22.8	1	2.8	18	51.4	4	11.4	4	11.4	0	
23	2	5.8	1	2.9	21	61.7	1	2.9	9	26.4	0	
24	6	17.6	1	2.9	21	61.7	1	2.9	5	14.7	0	

Note.-- See Appendix A for Questions.



of the three choices. Instead, 37.1 percent of the respondents perceived this item as a function of the President while 28.5 percent believed it was a delegated responsibility. However, 28.5 percent also believed that it was both the President's responsibility yet it was also delegated by him.

Item 3: Have individual meetings with persons in the community who are considered influential in helping the district secure its objectives.

A clear majority, 60 percent, of the respondents perceived this item as a direct Presidential function, while 22.8 percent recognized it as both a direct and a delegated function of the President.

Item 4: Determine what educational services the district should render to the community.

A majority of 60 percent perceived this item as delegated. However, 14.2 percent did claim the function was directly Presidential. An even larger percent (22.8) perceived the item as both direct and delegated.

Item 5: Provide materials and equipment for the instructional programs of the district.

None of the respondents perceived this as a direct Presidential function. The great majority (74.2 percent) of the responses to this item indicated that it was not associated with direct Presidential functions.

Item 6: Prepare accreditation materials.

This item was clearly perceived as a delegated function with 74.2 percent of the respondents choosing the number two response. The second greatest frequency of choice was number 3 with only 14.2 percent.

Item 7: Provide opportunities for staff members to participate in various community activities.

This item was perceived as a direct Presidential function by only 11.4 percent of the respondents. The majority of the responses were within the combined choices of directly delegated (40 percent) and number 3 (31.4 percent).

Item 8: Explain the board policy to college and district staff.

Although no absolute majority was achieved in any of the choice categories, the direct responsibility choice was the highest with 38.2 percent. Another 26.4 percent believed the item was both a direct and delegated function. The percent of respondents tending to view the item as a Presidential function is off-set somewhat by the aggregate percent (35.1) of those not seeing it as a function.

Item 9: Defend faculty members to the board when appropriate or necessary.

The responses to this item were rather dispersed with 34.2 percent of the respondents ranking it as a direct function, 40 percent as a delegated function, and 14.2 percent as both.

Item 10: Develop and supervise a program which fosters and ensures a desirable climate for working relations within the district.

This was clearly ranked as a delegated function with 65.7 percent of the responses. Only 8.5 percent of the respondents viewed this as any direct concern to the president.

Item 11: Develop a program of coordination with four-year colleges.

A majority (60 percent) of the responses placed this as a directly delegated function with 28.4 percent of the respondents perceiving it as a direct or shared Presidential function.

Item 12: Provide supervision of instruction within the district.

Item 13: Make cost analysis of curricula.

Item 14: Develop purchasing plans for the district.

These three items were all ranked similarly with a great majority of the respondents perceiving the function as not of direct concern to the President. The combined delegated/not responsible choices are 91.4, 79.9, and 97 percent, respectively.

Item 15: Give speeches to local civic organizations.

The responses to this item were skewed toward the direct President function choice, although only 34.2 percent of the respondents ranked the function as directly Presidential. The responses indicating the function as a delegated one totaled 25.7 percent, and another 25.7 percent for combined direct and delegated.

Item 16: Compile requests for supplies and equipment for budgetary consideration.

This function was not perceived as a direct Presidential responsibility by any of the participants. Although almost a third (31.4 percent) of them ranked the function as delegated, the majority of 65.7 percent placed it far removed from the President's functions.

Item 17: Formulate community college policy for the district.

This function produced one of three distributions within which the function was designated as Presidential by a majority (51.4 percent) of the participants. This perception is strengthened by the 28.5 percent that designated the function as both direct and delegated.

Item 18: Design a program of counseling and guidance for the district.

Item 19: Develop publicity materials for the district.

These items were similar in that neither produced any responses in the category of direct Presidential responsibility. Instead, both functions were ranked as either directly delegated (45.7 and 51.4 percent, respectively) or of little concern to the President.

Item 20: Determine what community pressures affect the educational program of the district.

This was clearly perceived to be a Presidential function with 51.4 percent choosing it as a direct function and another 31.4 percent as both direct and delegated.

Item 21: Encourage college/district staff to participate in community councils and projects.

Only 28.5 percent of the participants view the President as being involved with this function. In contrast, 45.7 percent see the function as delegated, and 22.8 percent perceive it as far removed from his basic responsibilities.

Item 22: Develop a program for faculty participation in college and district decision-making.

Item 23: Develop a system of internal accounting for the district.

Item 24: Administer debt service programs.

The majority of the respondents in all three of these items ranked this function as directly delegated, with 51.4, 61.7, and 61.7 percent, respectively. However, in Item 22 there were 25.6 percent of the participants that saw the President as either directly involved in the function or both direct and delegated involvement.

In Part III of the "Structured Interview Guide" each participant was asked seven discussion type questions concerning their perceptions of the roles and functions of the President at Miami-Dade Community College. The participants were encouraged to speak openly about their perceptions and to ask for clarification or explanation if necessary. The researcher received complete cooperation from all of the participants.



The results of the seven discussion questions are presented in Table 6. Under each question the responses are arranged according to their frequency, with the five most frequent answers being tabulated by percent of frequency. The following discussion of the results of Table 6 are presented question by question.

Question 1. In a brief phrase, how would you best describe the overall role of the President of this district? This question did not produce a majority response for any single answer, although 88.3 percent of the responses could be grouped into one of three answers (see Table 6). The greatest frequency answers were,

1. Chief executive/Administrator: facilitate the efficient and effective operation of the college by managing its activities (44.2 percent).

2. Politician: a manipulator to gain needed support and resources for the college (23 percent).

3. Educational leader: provides motivation and institutional direction by being aware of needs and problem solutions (21.1 percent).

One important response area pertained to the President's functioning with the Board of Trustees. Although fourth in frequency, only 7.6 percent of the respondents perceived this relationship as descriptive of the Presidents' overall role.

Question 2. What, in your opinion, is the most important function the President now performs? This question failed to achieve a majority response on any of the answers, although 59.9



TABLE 6

## STRUCTURED INTERVIEW: FIVE MOST FREQUENT RESPONSES AT MIAMI-DADE COMMUNITY COLLEGE

<u>Questions</u>	<u>Five Most Frequent Responses</u>		
	<u>Response</u>	<u>Frequency</u>	<u>Percent of Universe</u>
1. In a brief phrase, how would you best describe the overall role of the President of this district?	1. Chief Executive/Administrator: facilitate the efficient and effective operation of the college by managing its activities.	23	44.2
	2. Politician: a manipulator to gain needed support and resources for the college.	12	23.0
	3. Educational Leader: provides motivation and institutional direction by being aware of needs and problem solutions.	11	21.1
	4. Liaison between the college and the board of trustees.	4	7.6
	5. Chief public relations man to the community.	2	3.8

TABLE 6 - CONTINUED

2. What, in your opinion, is the most important function the President now performs?	1. Chief Executive/Administrator: oversee operation of the institution and implement board policy.	13	37.1
	2. Educational Leader of the institution: provide direction and set the climate for the governance of the college.	8	22.8
	3. Liason/communication link between the board and college and the community at large.	6	17.1
	4. Politician: Gather support and resources for the college.	5	14.2
	5. Planning: setting priorities for achieving present and future institutional goals, as well as the acquisition of resources to carry out college objectives.	3	8.5
3. In your opinion, upon what basis does the President exercise his various functions and responsibilities?	1. Board of Trustees.	28	57.1
	2. State Government: State regulations, statutes and legislature.	21	42.9

TABLE 6 - CONTINUED

4. In your opinion, are the functions and responsibilities of the President specifically and clearly enumerated, or are they broad and general in nature?	1. Broad and general with a high degree of executive discretion.	19	54.2			
	2. Specifically stated, but in terms of broad areas of responsibility.	16	45.8			
5. Are there some elements or components of the community college experience in this district (i.e. Board, President, Administration, faculty, community, etc.) that you believe contribute more than other components toward the successful accomplishments of the district? If yes, then could you rank them?	<div><div><div>Totals of Top 5</div><div><div>1. President</div><div>2. Faculty</div><div>3. Board of Trustees</div><div>4. General Administration</div><div>5. Community</div></div></div><div><div>1st Most Important</div><div><div>President</div><div>Faculty</div><div>Community Leaders</div><div>Board</div><div>General Administration</div></div></div><div><div>2nd Most Important</div><div><div>Board of Trustees</div><div>President</div><div>General Administration</div><div>Faculty</div></div></div></div> <div><div>21</div><div>18</div><div>15</div><div>14</div><div>7</div></div> <div><div>8</div><div>6</div><div>5</div><div>2</div><div>1</div></div> <div><div>7</div><div>5</div><div>5</div><div>4</div></div>	23.3	20.0	16.6	15.5	7.7

TABLE 6 - CONTINUED

<u>3rd Most Important</u>	
President	6
General Administration	6
Faculty	3
Board	3
Community	1

<u>4th Most Important</u>	
Faculty	5
Board	3
General Administration	2
President	2
Community	1

All components are interdependent and inseparable.

16.6

15

6. In your opinion, is the governance structure of the district centralized or decentralized? Please clarify your definition and use of the terms centralized and decentralized.

1. Both: centralized decision making on college policy, and decentralized administration for implementation of policy.

61.1

11

2. Decentralized: allows individual campus flexibility.

27.7

5

3. Centralized: control of policy and implementation rests in the President's office.

11.1

2

TABLE 6 - CONTINUED

7. Are there any aspects of the President's roles and functions that you would care to comment on that I have not discussed with you or that I could not glean from your responses to the questionnaire you completed?	Only the following response area occurred frequently enough to tabulate clearly: the President needs to become more visible to college personnel and increase contact and communications with the various campuses.	6	100
--	---	---	-----

percent of the responses can be grouped into one of two answers. The dispersion of responses were greater on this item than on Question 1, with the highest response rating going to the answer describing the President as the chief administrator. The most frequent responses were,

1. Chief executive/Administrator: oversee operation of the institution and implement board policy (37.1 percent).

2. Educational leader of the institution: provide direction and set the climate for the governance of the college (22.8 percent).

3. Liason and communications link between the board and college and the community (17.1 percent).

4. Politician: gather support and resources for the college (14.2 percent).

5. Planning: setting goals and acquiring resources required to achieve them (8.5 percent).

Question 3. In your opinion, upon what basis does the President exercise his various functions and responsibilities? The answers to this question were very easily grouped into two response categories. One category of responses perceived the basis for the President's authority to be the Board of Trustees (57.1 percent), while the other category pinpointed state government (via regulations, statutes, appropriations, etc.) as his basis of power (42.9 percent).

Question 4. In your opinion, are the functions and responsibilities of the President specifically enumerated, or are they broad and general



in nature? This question, like number 3, resulted in dicotomous response categories with 54.2 percent of the respondents perceiving the President's powers as broad and general, while 45.8 percent believed his powers were specifically enumerated (although in broad areas of responsibility).

Question 5. Are there some elements or components of the community college experience in this district (i.e., Board, President, faculty, community leaders, etc.) that you believe contribute more than other components toward the successful accomplishments of the district? If yes, could you rank them? This question proved interesting with the respondents selecting six major components and ranking each somewhere between first and fourth (see Table 6). The results are clearly observed by totaling the number of responses for any one component, then ranking them according to their frequency of selection as follows in Figure 2. One other answer was significant with 16.6 percent of the responses. This group of respondents noted that all the components are important and are too interdependent to be accurately ranked.

Question 6. In your opinion, is the governance structure of the district centralized or decentralized? The respondents were asked to clarify their definition and use of the terms centralized and decentralized so that their perceptions could be accurately recorded. The question produced a clear majority (61.1 percent) of answers in the category of "both--centralized policy and

	<u>Frequency</u>	<u>Percent of Universe</u>
1. President	21	23.3
2. Faculty	18	20.0
3. Board of Trustees	15	16.6
4. General Administration	14	15.5
5. Community at large	7	7.7

Figure 2. Total Frequencies of the Top 5 Components.

decentralized administration for implementation." Only 27.7 percent of the respondents perceived the structure as decentralized. An even lower percent (11.1) believed the structure was truly centralized.

Question 7. This question asked for any further comments the participants cared to make regarding their perceptions of the roles and functions of the President. Only one response occurred frequently enough to tabulate clearly: The President needs to become more visible to college personnel and increase contact and communications with the various campuses. This response was given by 17.1 percent of the participants.

#### Summation and General Observations on Functions of the Executive

Miami-Dade Community College appeared to have a well structured and effective governance structure capable of delivering a tremendous assortment of educational services to the district. The "true" community college concept of identifying and serving the educational needs of the community seems to permeate the entire organization and operation of the college. This observation is supported by the history of program, campus, and off-campus centers that have evolved at the college in a relatively short span of time. The President seems to be acknowledged as the leader of the college, but to most elements of the college he is a rather low-visibility figure. The individuality of the various campuses seems to be a product of the President's strong leadership and delegation of authority to campus Vice-Presidents.

The President's relationship with the Board of Trustees seems to be built on the Board's trust and respect for accomplishments achieved by the college under this President. The national prominence of the college and its President seem to contribute to the general image of the President as a master politician and leader.

Responses to the questionnaire and structured interview guide presented the author with much valuable information upon which the following generalizations are based,

1. Planning was perceived as either the first or second most important administrative category by a majority of the participants.

2. The administrative category of evaluation was consistently ranked the lowest in the President's functional duties as perceived by a majority of the participants.

3. A clear division exists in the perceptions of participants regarding the President's involvement in the legitimization of the policies and decisions of the college, with a slight majority ranking it very low and a third ranking it high.

4. Participant evaluations of specific functions within broad administrative categories produced clustered and often unclear meanings and differentiations.

5. The perceptions of how the President divides his time among various functions revealed that no one administrative category was seen as monopolizing his time, and that 11 to 20 percent was regarded as high in most cases.

6. As evidenced by the results of the listing of executive functions, the perceptions of the participants seem to indicate that the President's most direct functions evolve around policy making and communications with community leaders.

7. The prevailing perception of the role of the President is that of chief administrator and manager of the entire organizational operation.

8. The faculty was frequently perceived as a major contributor to the success and good reputation of the educational enterprise at Miami-Dade.

## CHAPTER IV

### DALLAS: THE ROLE OF THE CHIEF EXECUTIVE OFFICER AT A MULTI-INSTITUTION COMMUNITY COLLEGE DISTRICT

The Dallas County Community College District served as the multi-institution sample in this study. This chapter is a discussion of the functions and role, legal and perceived, of the chief executive officer (Chancellor) of the Dallas County District.

The first section describes the environmental setting of the District. Section two is a description of the history and development of the District, with emphasis on the conditions that currently exist. In section three the basic legal structure of governance is outlined and the role of the Chancellor is discussed. Section four presents the findings of the questionnaire and structured interviews held at the colleges and district office of the District. The chapter is concluded with a brief summation and discussion of some general observations about the functions of the Chancellor of the District.

#### Environmental Setting

Dallas County Community College District is located in Dallas County, an area 75 miles south of the Oklahoma state border in the north central plains of Texas (The World Almanac, 1975, p. 612).



Dallas County, with a population of 1,393,400 people, combines with Tarrant County for form the Dallas-Fort Worth metropolitan area (tenth largest in the nation) with a total population of 2,503,700 people (The World Almanac, 1975, p. 612). The principle city in Dallas County is Dallas, the state's second largest city and ranked eighth nationally with a population of 867,300 (The World Almanac, 1975, p. 612).

The economy of the county is centered around a large marketing and trade industry, supplemented by a large banking and insurance industry, petroleum production, and light manufacturing in aviation and electronics (The World Almanac, 1975, p. 612).

#### History and Development of the District

The legal authorization for the Dallas County Junior College District was granted by the Texas State Board of Education in April 3, 1965, in accordance with the state statutes (Institutional Self-Study, 1971, p. 35). The state statutes provide the general guidelines for establishing the organization of the governing board. Following these guidelines an election was held in May, 1965, with the voters of Dallas County creating the district and approving a 41.5 million dollar bond issue to establish the first college (Institutional Self-Study, 1971, p. 35). The following year, 1966, the District's first college, El Centro, opened its doors for the fall semester in downtown Dallas with an enrollment of 4,047 (District Information Sheet, 1974, p. 16). By the fall of 1970, El Centro's enrollment had climbed to 7,566, and the student enrollment for the District increased

to 12,235 due to the opening of the colleges of Eastfield (3,522 enrollment, and Mountain View (2,060 enrollment) (El Centro Catalogue, 1975-76, p. 7). With the opening of these two colleges the Dallas District finally became the multi-unit operation originally planned.

Another step in the development of the Dallas District was taken in the fall of 1972 with the opening of Richland College with 3,510 students (El Centro Catalogue, 1975-76, p. 7). With the opening of Richland College in 1972 the District achieved its present four college structure. The District has grown to a credit enrollment of 22,307 (spring, 1974), a technical-occupation enrollment of 7,424 (1973-74), and an enrollment in community service programs of 42,028 (The Chancellor's Report, 1973-74, p. 49-51). One of the factors enabling the District to grow and serve larger numbers of students was the very strong community support it receives, such as the voters' approval of the sale of an additional 85 million dollars in bonds in September of 1972 (El Centro Catalogue, 1975-76, p. 7). This level of support has allowed the District to follow its expansion plans and begin acquisition and construction of its final three colleges. The fifth college to be added to the District is Cedar Valley, scheduled to open in September, 1976 (The Chancellor's Report, 1973-74, p. 38). The District seven college plan will be completed with the opening of North Lake College in September, 1977, and Brookhaven College in September, 1978 (El Centro Catalogue, 1975-76,

p. 7). The following is a listing of some of the significant statistics descriptive of the Dallas County Community College District (The Chancellor's Report, 1973-74, pp. 14-15).

1. Enrollment for 1973-74 showed a 13 percent increase over the previous year.

2. Part-time enrollment exceeded full-time enrollment at all colleges.

3. In the fall of 1973, 32.8 percent of the students were enrolled in technical-occupational courses.

4. 16.3 percent of the total student population were from minority ethnic backgrounds.

5. Female students represent 40 percent of the total enrollment, an increase of over 15 percent since 1972.

6. Fifty-five vocational/technical programs enroll more than 7,000 students.

7. The average age of the Dallas District student was 26.5 in 1974.

8. Over 42,000 students were enrolled in the Community Service activities and programs in 1973-74.

9. The voters of Dallas County have approved 126.5 million dollars in bonds since the creation of the District in 1965.

Although the major source of capital outlay funds is the local ad valorem tax, the operation of the District is financed by a combination of revenue sources. Based on the year 1973-74, the

figures are (The Chancellor's Report, 1973-74, p. 43),

1. State appropriations (52.8 percent).
2. Local ad valorem tax--16¢ per hundred dollars at a 25 percent assessment rate (24.1 percent).
3. Tuition and fees (15.5 percent).
4. Federal grants (3.7 percent).
5. Auxiliary enterprises (Dallas County Community College Foundation, Inc., etc. (3.9 percent).

The community commitment to the financing of the District is clearly illustrated in the following paragraph.

The decision by the Trustees to proceed (with the creation of the Dallas County Community College District Foundation, Inc., as a non-profit organization) arose (in 1973) from several realizations. On the one hand, finances have never been a limitation on the progress of the District nor has external domination at the state level been a real problem to realizing the type of post-secondary public education the county required. On the other hand, the Board now sees economic and political constraints in the future; enrollments will continue to increase, though the rate of increase should slow, and the ratio of state funds to local funds should increase. State control tends to follow a predominance of state funding, a circumstance that history does not show to be reversible. Further, certain types of expenditure, legitimate in business or in private academic institutions, are forbidden in the public sector. In most of these areas it is demonstrable that a foundation, organizationally separate from but adjunct to the District, can minimize the problems. A foundation can, in addition, be the base of any effort toward solicitation of private funds which, with public institutions generally, e.g., UT-Austin, UTSW Medical School, provide the margin between the good and the excellent (The Chancellor's Report, 1973-74, p. 41).

### Legal Structure of Governance

The public community and junior colleges of Texas are considered part of the higher education system which operates under the Coordinating Board of the Texas College and University System (Information Sheet, Dallas County Community College District, 1974, p. 14). Although it is subject to the constitutional and statutory controls emanating from the state level, the Dallas County Community College District operates as an independent political subdivision of the state. It is controlled by a locally-elected governing board, elected from the county at-large, consisting of seven members serving six year staggered terms (Institutional Self-Study, 1971, p. 36). This Board is charged with the responsibility of formulating broad district policy, as well as the oversight and control of District operations.

Each of the four colleges in the District are part of the multi-college administrative system that espouses a commitment to the concept of maximum flexibility for the various college administrative patterns. The basic organizational pattern of the District includes a central or district office and four coordinated college operations. This type administrative structure is designed in theory to promote responsiveness to varying community needs. Toward this end, the four colleges in the District are each structured to provide diversity of programs consistent with District philosophy and goals.

The Chancellor is the chief administrative officer of the District and is appointed by the Board of Trustees and charged with the



responsibility for implementing the policies and regulations established by the Board (Institutional Self-Study, 1971, p. 48). Only the Chancellor, or his delegate, may promulgate administrative policies and procedures for District and college operations (Institutional Self-Study, 1971, p. 49). The specific legal functions assigned to the Chancellor are enumerated in the District Administrative Policies Manual and are included in Appendix F. The complete organizational scheme for the District is shown in Appendix E.

Each of the four colleges, in their relationship to the District Office, are to function as a cooperating unit which is coordinated into the overall District approach to multi-college operations (Institutional Self-Study, 1971, p. 49). These colleges are each headed by a President, appointed by the District Office (Chancellor). Although each college is allowed flexibility in its administrative organization, they must still submit appropriate job titles, job specifications, and organizational patterns to the Chancellor for approval (Institutional Self-Study, 1971, p. 49). Each of these proposals must be consistent with district policies and procedures, as well as with the goals and objectives of the District. Although competition is expected to exist among the District's colleges, the administrators of the various colleges are expected to be mutually supportive and to recognize the need for cooperation and collaboration in meeting the goals of the District (Institutional Self-Study, 1971, p. 50). Even though the District espouses commitment to the concept



that the individual colleges are the focal point of the educational operation, it is still recognized that the ultimate authority for approving college operations and programs is vested in the Board of Trustees, through the District Office.

#### Findings of the Questionnaire and Structured Interviews

The two instruments used to gather data at Miami-Dade Community College were also used for the same purpose at the Dallas County Community College District (see Appendix B). As in Miami, the instruments provided the researcher with a great amount of information concerning the perceptions of the selected participants at the District. All of the information was obtained during scheduled personal interviews with each of the participants. The interview procedure was identical to that used in the Miami portion of the study with approximately the first fifteen minutes usually used for the participant to complete the questionnaire. All questions regarding the questionnaire and interview procedure by the participants were answered immediately by the researcher. Upon completion of the questionnaire, the structured interview guide was used to carry out the remainder of the interview, which usually lasted another twenty to thirty minutes. All participants were very cooperative and were very willing to discuss their perceptions with the researcher.

The findings of the questionnaire and the structured interview were calculated and arranged into table form and are presented in Tables 7-12. The data contained in each of the six tables are discussed in the following pages.

In Part I of the questionnaire the participants were instructed to rank order a list of six administrative categories according to the importance they attributed to each of them as an executive function (see Table 7). They were then instructed to rank order the specific activities listed within each of the categories (see Table 8). Space was also provided for any activities the respondents wanted to add to the questionnaire.

Planning was perceived as the most important administrative category by 28.5 percent of the participants and was ranked within the top two in importance by 68.9 percent. Although the category of educational leadership was ranked number one more frequently (32.5 percent) than any other category, its overall importance placed it as third most important. The overall top three ranked categories of planning, finance, and educational leadership can most clearly be compared by viewing the following categories of results.

1. Percent of first and second place ranking

Planning = 68.9

Finance = 45.2

Educational Leadership = 42.5

2. Percent of rankings in one of the top three

Planning = 90.3

Finance = 71.3

Educational Leadership = 60.0

TABLE 7

## RANKING OF ADMINISTRATIVE CATEGORIES AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Administrative Category	Rank Positions										Mean Response	Median	Mode		
	1		2		3		4		5					6	
	f	%	f	%	f	%	f	%	f	%				f	%
Planning	12	28.5	17	40.0	9	21.4	3	7.1	1	2.3	0	0	2.14	2.60	2
	10	23.8	9	21.4	11	26.1	5	11.9	5	11.9	2	4.7	2.80	3.19	3
	2	5.0	2	5.0	5	12.5	11	27.5	14	35.0	6	15.0	4.27	4.50	5
Legitimization															
External Relations	3	7.5	8	20.0	8	20.0	8	20.0	7	17.5	6	15.0	3.65	4.14	2,3,4
Educational Leadership	13	32.5	4	10.0	7	17.5	6	15.0	6	15.0	4	10.0	3.00	3.45	1
Evaluation	1	2.5	1	2.5	2	5.0	7	17.5	7	17.5	22	55.0	5.10	6.00	6

Note.--f = frequency.

TABLE 8

## FUNCTIONS RANKED WITHIN CATEGORIES AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Administrative Category	<u>Rank Positions</u>										<u>Mean Response</u>	<u>Median</u>	<u>Mode</u>
	1		2		3		4		5				
	f	%	f	%	f	%	f	%	f	%			
<u>Planning</u>  Specific Functions: (a) (b) (c) (d) (e)	17	43.5	8	20.5	6	15.3	8	20.5	0		2.12	2.33	1
	9	23.0	7	20.5	19	48.7	4	10.2	0		2.46	3.17	3
	5	12.5	16	40.0	8	20.0	11	27.5	0		2.62	2.85	2
	8	21.0	8	21.0	6	15.7	16	42.1	0		2.79	3.50	4
	0		0		0		0		0				
<u>Finance</u>  Specific Functions: (a) (b) (c) (d) (e)	6	15.7	11	28.9	14	36.8	7	18.4	0		2.58	3.16	3
	7	18.4	4	10.5	3	7.8	22	57.8	2	5.2	3.21	4.22	4
	9	23.6	12	31.5	11	28.9	6	15.7	0		2.37	2.82	2
	15	39.4	11	28.9	10	26.3	2	5.2	0		1.97	2.38	1
	1	50.0	0		0		0		1	50.0	3	3	1,5

TABLE 8 - CONTINUED

LegitimizationSpecific Functions:

(a)	15	40.5	5	13.5	13	35.1	4	10.8	0		2.16	2.70	1
(b)	0		9	24.3	12	32.4	16	43.2	0		3.19	2.79	4
(c)	9	24.3	9	24.3	6	16.2	13	35.1	0		2.62	3.08	4
(d)	13	35.1	14	37.8	6	16.2	4	10.8	0		2.03	2.39	1
(e)	0		0		0		0		3	100.0	5	5	5

External RelationsSpecific Functions:

(a)	10	25.0	5	12.5	5	12.5	8	20.0	12	30.0	3.18	4.00	5
(b)	12	30.0	9	22.5	15	37.5	4	10.0	0		2.28	2.89	3
(c)	17	42.5	15	37.5	4	10.0	2	5.0	2	5.0	1.92	2.20	1
(d)	0		3	7.5	9	22.5	15	37.5	13	32.5	3.95	4.53	4
(e)	1	2.6	8	21.0	7	18.4	11	28.9	11	28.9	3.61	4.28	4,5
(f)	0		0		0		0		0				

TABLE 8 - CONTINUED

Educational LeadershipSpecific Functions:

(a)	25	64.1	3	7.6	4	10.2	7	20.5	0		1.82	.78	1
(b)	5	12.8	27	69.2	5	12.8	2	5.1	0		2.10	2.53	2
(c)	7	20.5	3	7.6	25	64.1	4	10.2	0		2.97	3.38	3
(d)	2	5.1	6	15.3	4	10.2	26	66.6	1	2.5	3.46	4.29	4
(e)	0		0		0		0		1	100.0	5	5	5

EvaluationSpecific Functions:

(a)	6	15.3	16	41.0	8	20.5	8	20.5	1	2.5	2.54	2.86	2
(b)	4	10.2	6	15.3	14	35.8	12	30.7	3	7.6	3.10	3.68	3
(c)	6	15.3	4	10.2	4	10.2	8	20.5	17	43.5	3.66	4.69	5
(d)	4	10.8	10	25.6	12	30.7	8	20.5	5	12.8	3.00	3.46	3
(e)	19	48.7	5	12.8	1	2.6	3	7.8	10	26.3	2.47	2.00	1
(f)	0		0		0		0						

Note.--See Appendix B for Specific Functions.



### 3. Mean response

Planning = 2.14

Finance = 2.80

Educational Leadership = 3.00

The median response of these three administrative categories also serves to illustrate their perceived importance with 2.60, 3.19, and 3.45, respectively.

External relations was ranked fourth among the six categories with 60.0 percent of the respondents placing it equally as either second, third, or fourth in importance. It is significant that 62.5 percent of the respondents ranked it in one of the three lowest positions, thereby establishing the categories mean response of 3.65 percent and median ranking of 4.14 percent.

Legitimization was placed in the fifth most important ranking with 62.5 percent of the respondents ranking it as either fourth or fifth. The mean response of 4.27 and the median ranking of 4.50 are reflective of its overall lack of perceived importance.

The most agreed upon ranking was that for Evaluation with 55 percent of the respondents ranking it in last place. The mean response of 5.10 and the median ranking of 6 are clear indications of the perceived importance of this category.

The results of the rank ordering of the specific activities listed within each administrative category are presented in Table 8. The following discussion of these results is presented under the activities' corresponding category heading.

## Planning

Activity "a" (long rang planning) was clearly ranked as the most important of the four activities with 43.5 percent ranking it as first and an overall mean response of 2.12. Its perceived importance is further illustrated by its median ranking of 2.33 and the fact that 64 percent of the respondents placed it in either first or second position.

Activities "b" (program expansion), "c" (planning of physical facilities), and "d" (setting operational priorities) were ranked closely in second, third, and fourth place. The overall rankings of these three activities can more clearly be compared by viewing the following categories of results.

1. Percent of rankings in one of the top two

Program expansion = 43.5

Planning of physical facilities = 52.5

Setting operational priorities = 42.0

2. Percent of ranking in second or third

Program expansion = 69.2

Planning of physical facilities = 60.0

Setting operational priorities = 36.7

3. Mean response

Program expansion = 2.46

Planning of physical facilities = 2.62

Setting operational priorities = 2.79

The median responses of these activities tends to reflect the dispersion of the responses with 3.17, 2.85, and 3.50, respectively.

### Finance

Activity "d" (priority ranking of resource allocations levels) was clearly ranked as the most important activity in this category with 39.4 percent of the respondents ranking it first and 68.3 percent placing it in one of the two top positions. The 1.97 mean response and 2.38 median ranking are also reflective of the attributed importance of this activity.

Activity "c" (district budget administration) was ranked second with 23.6 percent first place and 31.5 percent second place rankings. The mean response of 2.37 is evidence of a greater response dispersion than that of activity "d."

Activity "a" (budget preparation) was ranked as the third most important activity with 81.4 percent of the respondents ranking it in one of the three top positions. The mean response of 2.58 is an accurate indication of the ranking of this activity.

Activity "b" (fund raising) was ranked last by a majority of the respondents with 57.8 percent of the respondents ranking it fourth in importance. Only 28.9 percent ranked this activity within positions one or two.

### Legitimization

Activities "d" (improvement of institutional communication network) and "a" (openness in the decision-making process) were ranked a close first and second with 35.1 and 40.5 percent, respectively, in position one. Although "a" received more first place rankings, activity "d" received a significantly higher combined

first-second ranking with 72.9 to 54 percent. The overall mean responses of the two activities (2.03 and 2.16, respectively) also indicate the slightly higher ranking of activity "d."

Activity "c" (improving human relations and district morale) was ranked third with 48.6 percent of the respondents ranking it first or second and another 16.2 percent placing it squarely in third place. However, it is significant that 35.1 percent of the respondents ranked this activity as the least important of the four activities. The median ranking of 3.08 and the mode response of 4 seem to reflect the result that 51.3 percent of the respondents ranked "c" as either third or fourth.

Activity "b" (constituent participation in governance) was ranked last with 43.2 percent in the number four ranking. This activity's lack of perceived importance is also reflected in the mean response of 3.19, and by the result that this was the only activity in the category not receiving any first place rankings.

#### External Relations

Activity "c" (involvement with community groups) was clearly perceived as the most important activity in this category with 42.5 percent first place rankings and 37.5 percent second place rankings. The mean response of 1.92 and the median ranking of 2.20 seem to reflect the accurate overall perception regarding this activity.

Activity "b" (involvement with state agencies and leaders) ranked second with 52.5 percent of the respondents placing it as

either first or second in importance. The 60 percent combined response in second and third place also accurately reflect the overall ranking and the mean response of 2.28.

Activity "a" (involvement with accrediting agencies) was ranked third in importance with 50 percent of the respondents ranking it in one of the first three positions. The dispersion of the rankings is illustrated by the result that 50 percent of the respondents also ranked "a" as either fourth or fifth in importance. The mean response of 3.18 and the median ranking of 4.0 seem to accurately describe the overall perception regarding this activity.

Activities "e" (involvement with professional associations) and "d" (involvement with federal agencies and leaders) are ranked closely in positions four and five with combined fourth and fifth place rankings of 57.8 and 70 percent, respectively. Activity "e" is ranked higher with a mean response of 3.61 compared to 3.95 for activity "d." The last place ranking of "d" is also strengthened by the fact that it is the only activity in the category that did not receive any first place rankings.

#### Educational Leadership

Activities "a" (presenting policy recommendations to the board), and "b" (initiation of educational policy) were ranked a close first and second with 71.7 and 82 percent, respectively, in the combined first and second positions. The overall first place ranking is given to "a" on the basis of a 64.1 to 12.8 percent



frequency as the number one ranked activity. The closeness of the perceived importance of these two activities is also illustrated by the mean responses of 1.82 and 2.10, respectively.

Activity "c" (providing motivational leadership to faculty and staff) was ranked third with 64.1 percent of the respondents placing it squarely in the number three position. This activity also had the second highest first place ranking in the category with 20.5 percent. However, the mean response of 2.97 and the median ranking of 3.38 seem to be the most accurate illustration of the respondents' overall perception of the activity's importance.

Activity "d" (activities with students) was overwhelmingly ranked last with 66.6 percent in that position. The mean response of 3.46 and the median ranking of 4.29 seem to accurately describe the overall ranking of this activity.

#### Evaluation

Activity "e" (making judgments concerning external forces) received the highest ranking in this category with 48.7 percent of the respondents perceiving this as the most important activity. A total of 61.5 percent ranked "e" within the top two positions. The 2.47 mean response and 2.00 median ranking were effective significantly by the 26.3 percent ranking in the last position.

Activity "a" (evaluative judgments regarding institutional progress) was ranked second with 56.3 percent of the respondents placing it as either first or second in importance. The 2.54 mean



response and the 2.86 median ranking is very illustrative of the 61.5 percent ranking within the combined second and third place positions.

Activity "d" (assessment of problems) and "b" (judgments on institutional efficiency) are ranked a close third and fourth with mean responses of 3.00 and 3.10, respectively. The combined second and third place rankings of 56.3 and 51.1 percent, respectively, also illustrates their closeness in perceived importance.

Activity "c" (judgments on personnel matters) was ranked in the last position in this category with 64 percent of the respondents ranking it within the last two positions in importance. Although there was considerable dispersion among the responses, the 3.66 mean response and the 4.69 median ranking seem to illustrate the overall perceived importance of this activity.

In Part II of the questionnaire the participants were instructed to estimate the percent of time they believed the Chancellor spends dealing with matters within each of the six administrative categories (see Table 9). The participants were further instructed to estimate what percent of the Chancellor's time was spent dealing with each of the specific functions listed within each category (see Table 10). For clarification, the participants were told that the total amount of time spent in all of the activities within any category was equal to 100 percent of the executive's time spent in that category. In order to make interpretation of the time estimates more comparable, they are recorded in Tables 9 and 10 within intervals of ten percent each.

TABLE 9  
PERCENT OF CHANCELLOR'S TIME SPENT IN EACH CATEGORY AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Administrative Category	Percent of Time Intervals											
	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	
	f %	f %	f %	f %	f %	f %	f %	f %	f %	f %	f %	
Planning		9 21.9	20 48.7	8 19.5	2 4.8	1 2.4	1 2.4					
Finance		12 29.2	20 48.7	6 14.6	2 4.8	0	0	0	1 (2.4)			
Legitimization	1 2.4	23 56.0	8 19.5	5 12.1	1 2.4	3 7.3						
External Relations		14 33.3	20 47.6	4 9.5	1 2.3	2 4.7	1 2.3					
Educational Leadership		27 65.8	7 17.0	4 9.7	1 2.4	2 4.8						
Evaluation		30 73.2	9 21.9	2 4.8								

The participants' estimates of the amount of time spent by the Chancellor in matters relating to each of six categories can clearly be understood by placing them in enlarged time intervals (see Figure 3).

Figure 3 clearly shows that 87.6-100 percent of all responses in each of the six categories were within the 1-30 percent estimation interval. It also shows that a great majority (70.6-95 percent) of all responses were within the 1-20 percent interval. Only three majority estimates were achieved among all the intervals of all the categories. These were: legitimization (56 percent within the 1-10 percent interval), educational leadership (65.8 percent within the 1-10 percent interval), and evaluation (73.2 percent within the 1-10 percent interval). Based on the enlarged interval of 21 percent and over, the following perceived category time rankings emerge from Table 9 (in descending order of estimated time).

1. Planning	29.1%
2. Finance	21.8%
3. Legitimization	21.8%
4. External Relations	18.8%
5. Educational Leadership	16.9%
6. Evaluation	4.8%

In order to clearly understand the findings presented in Table 10, each administrative category is discussed separately. In the

1-30%		11-30%		1-20%	
<u>Category</u>	<u>Percent</u>	<u>Category</u>	<u>Percent</u>	<u>Category</u>	<u>Percent</u>
Evaluation	100	Planning	68.2	Evaluation	95
Educational Leadership	92.5	Finance	63.3	Educational Leadership	82.8
Finance	92.5	External Relations	57.1	External Relations	80.9
External Relations	90.4	Legitimization	31.6	Finance	77.9
Planning	90.1	Educational Leadership	26.7	Legitimization	75.5
Legitimization	87.6	Evaluation	26.7	Planning	70.6

Figure 3. Percent of Responses Per Category within Enlarged Intervals.

discussion of each category each specific activity is ranked according to the two or more consecutive intervals that must be grouped to obtain a majority of estimates for that particular activity.

#### Planning (See Table 10)

Activity "a" (long-range planning) was ranked highest with 58.4 percent of the estimates falling within the 21-50 percent interval. The single most significant finding within activity "a" was that 21.9 percent of the respondents estimated the time spent by the Chancellor was between 41-50 percent. Activity "c" (planning of physical facilities) was ranked second with 65.7 percent of the estimates falling within the 11-30 percent interval. Significant in the ranking of this activity is the fact that 21.7 percent of the estimates were included in the intervals between 41-90 percent. Activity "b" (program expansion) was ranked third with 75.6 percent of the estimates within the interval of 11-30 percent. Activity "d" (setting operational priorities) was ranked last with 50 percent of the estimates falling between 11-30 percent. Also significant in the activity "d" estimates was the 40 percent that fell within the 1-10 percent interval.

#### Finance (See Table 10)

Activities "d" (priority ranking of resource allocation levels) and "c" (internal district budget administration) were ranked a very close first and second. Both activities had the majority of their

TABLE 10

## PERCENT OF CHIEF EXECUTIVE'S TIME SPENT ON FUNCTIONS WITHIN CATEGORIES AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Administrative Category	Percent of Time Intervals											
	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	
	f %	f %	f %	f %	f %	f %	f %	f %	f %	f %	f %	
Planning Functions:												
	1	7	10	8	17	9						
	2.4	17.0	24.3	19.5	17.0	21.9						
		6	18	13	3							
	1	14.6	43.9	31.7	7.3							
Finance Functions:												
	3	9	13	11	2	4	1			1		
	7.3	21.9	31.7	26.8	4.8	9.7	2.4			2.4		
		18	4	10	5	0	0	0	1			
	1	43.9	9.7	24.3	13.1				2.4			
		9	8	13	7	2	1					
	2.4	21.9	19.5	31.7	17.0	4.8	2.4					
		4	12	14	5	3	1	1	1			
		9.7	29.2	34.1	12.1	7.3	2.4	2.4	2.4			
		3										
		100.0										



TABLE 10 - CONTINUED

Legitimization  
Functions:

(a)	3	7.6	7	17.9	10	25.6	11	28.2	3	7.6	2	5.1	1	2.5	1	2.5	1	2.5	2	33.3
(b)	3	7.6	10	25.6	16	41.0	7	17.9	2	5.1										
(c)	4	10.2	8	20.5	7	17.9	11	28.2	8	20.5										
(d)	1	2.5	7	17.5	12	30.0	9	22.5	4	10.0	4	10.0	1	2.5						
(e)			2	33.3																

External  
Relations  
Functions:

(a)	1	2.4	26	63.4	10	24.3	2	4.8	2	4.8										
(b)			2	4.8	13	31.7	16	39.0	6	14.6	4	9.7								
(c)			1	2.4	10	24.3	12	29.2	9	21.9	8	19.5	1	2.4						
(d)	4	9.7	26	63.4	8	19.5	0		3	7.3										
(e)	4	10.0	15	37.5	15	37.5	6	15.0												
(f)			2	100.0																

TABLE 10 - CONTINUED

Educational  
Leadership  
Functions:

6	14.6	1	2.4	6	14.6	3	7.3	11	26.8	9	21.9	2	4.8	3	7.3	4	9.7	2	4.8
		8	19.5	6	14.6	16	39.0	6	14.6	4	9.7	1	2.4						
		1	2.4	14	34.1	17	41.4	8	19.5	1	2.4								
		26	63.4	6	14.6	3	7.3												
		2	40.0	3	60.0														
Evaluation Functions:	1	2.4	7	17.0	6	39.0	14	34.1	1	2.4	2	4.8							
			6	14.6	22	53.6	9	21.9	2	4.8	1	2.4							
			24	58.5	12	29.2	3	7.3	1	2.4									
			10	24.3	24	58.5	3	7.3	2	4.8									
			7	17.0	18	43.9	7	17.0	5	12.1	3	7.3	0	0		1	2.4		
			3	75.0			1	25.0											
Evaluation Functions:	1	2.4	7	17.0	6	39.0	14	34.1	1	2.4	2	4.8							
			6	14.6	22	53.6	9	21.9	2	4.8	1	2.4							
Evaluation Functions:	1	2.4	24	58.5	12	29.2	3	7.3	1	2.4									
			10	24.3	24	58.5	3	7.3	2	4.8									
Evaluation Functions:	2	4.8	7	17.0	18	43.9	7	17.0	5	12.1	3	7.3	0	0		1	2.4		
			3	75.0			1	25.0											
Evaluation Functions:	1	2.4	7	17.0	6	39.0	14	34.1	1	2.4	2	4.8							
			6	14.6	22	53.6	9	21.9	2	4.8	1	2.4							
Evaluation Functions:	1	2.4	24	58.5	12	29.2	3	7.3	1	2.4									
			10	24.3	24	58.5	3	7.3	2	4.8									
Evaluation Functions:	2	4.8	7	17.0	18	43.9	7	17.0	5	12.1	3	7.3	0	0		1	2.4		
			3	75.0			1	25.0											

responses fall within the 21-50 percent interval with "d" receiving 53.5 percent and "c" registering 52.5 percent. Also significant was the finding that 7.2 percent of the estimates were between 51-80 percent for "d" compared to only 2.4 percent for "c." The 1-21 percent estimates for these activities were 38.9 and 41.4 percent, respectively, thereby indicating a goodly number of lower time estimates in their distributions. Activity "a" (budget preparation) was ranked third among the activities with 58.5 percent of its estimates within the 11-30 percent interval. Activity "b" (fund raising) was ranked last with 53.6 percent of the estimates falling within the 1-20 percent interval.

Legitimization (See Table 10)

Activity "d" (improvement of institutional communication network) was ranked first with 52.5 percent of its responses occurring within the 11-30 percent interval, as well as 27.5 percent within the intervals between 31-100 percent. Activities "c" (improving human relations and district morale) and activity "a" (openness in the decision-making process) were ranked close in second and third place with 47.5 and 35.8 percent, respectively, in the interval 21-40 percent. Also important in the ranking of "c" and "a" are the 51.5 percent of responses that fell within the 0-20 percent intervals for activity "a." Activity "b" (constituent participation in governance) was ranked last with 66.6 percent of the responses falling within the 1-20 percent interval.

External Relations (See Table 10)

Activities "c" (involvement with community groups) and "b" (involvement with state agencies and leaders) were ranked close in first and second place with both achieving a majority of their responses (51.1 to 53.6 percent) within the 21-40 percent interval. Activity "c" was ranked first with a slight edge (21.9 to 9.7 percent) over "b" in the over 41 percent responses. Activity "e" (involvement with professional associations) was ranked third with 52.5 percent of its responses occurring within the 11-30 percent interval. Activity "a" (involvement with accrediting agencies) was ranked fourth with 63.4 percent of its responses falling within the 1-10 percent interval. The last place ranking went to activity "d" (involvement with federal agencies and leaders) with 73.1 percent of its responses ranked within the 0-10 percent interval.

Educational Leadership (See Table 10)

Activity "a" (presenting policy recommendations to the Board) was clearly ranked first with 75.3 percent of the responses falling in intervals between 31-90 percent. Activities "b" (initiation of educational policy) and "c" (providing motivational leadership to faculty and staff) were close in the second and third position with both activities having a majority (53.6 and 60.9 percent) of their responses fall within the 21-40 percent interval. Activity "b" received an advantage in rankings over 40 percent (12.1 to 2.4 percent). Activity "d" (activities with students ) was ranked

fourth with a clear majority (78 percent) of responses falling within the 0-10 percent interval.

#### Evaluation (See Table 10)

Activities "e" (judgments concerning external forces), "b" (judgments on institutional efficiency), and "a" (evaluative judgments regarding institutional progress) are ranked close in the top three positions with the majority of their responses occurring in the 11-30 percent interval. Activity "e" had 60.9 percent in this interval to 75.5 percent for "b" and 73.1 percent for "a." The first place ranking belongs to activity "e" because of its advantage (21.8 to 9.6 to 7.2 percent, respectively) over "b" and "a" in the intervals over 30 percent. Activity "d" (assessment of problems) was ranked fourth with 58.5 percent of its responses within the one interval of 11-20 percent. Activity "c" (judgments of personnel matters) was ranked last in the category with 60.9 percent of its responses ranging within the 0-10 percent interval.

In Part II of the "Structured Interview Guide" each participant was read a list of twenty-four items, each item representing one functional role that is frequently cited as applicable to community college chief executive officers (see Appendix A). In regard to their perceptions of the role of the Chancellor at the Dallas County District, each participant was asked to respond to each item by indicating one or more of the following,

1. Personal involvement by the Chancellor
2. Directly delegated by the Chancellor

3. Not a direct responsibility of the Chancellor
4. Not applicable.

In order to present the findings of Table 11 as clearly as possible, each of the twenty-four items are discussed separately. The findings are presented in terms of whether they show the item as being perceived as a direct function of the Chancellor or one that was delegated.

Item 1: Determine the library needs within the district.

This function was clearly perceived as delegated, as evidenced by the 97.1 percent for the frequency of response for choice three. No respondent perceived this item as a function of the Chancellor.

Item 2: Attend state and national educational organization meetings and conferences.

Although no clear majority of responses was arrived at in any of the response categories, 74.2 percent of the respondents did identify the item as either a function of the Chancellor or one that is both a direct function and a shared one.

Item 3: Have individual meetings with persons in the community who are considered influential in helping the district secure its objectives.

A majority (58.8 percent) of the respondents ranked this item as a direct function of the Chancellor. This choice was strengthened by a 26.4 percent frequency in the choice area of direct and delegated (choice 1 and 2 combined).



TABLE 11

DEGREE OF EXECUTIVE INVOLVEMENT IN SELECTED FUNCTIONS AT  
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Question Number	Response Categories											
	1		1 and 2		2		2 and 3		3		All 3	
	f	%	f	%	f	%	f	%	f	%	f	%
1	0		0		1	2.8	0		34	97.1	0	
2	10	28.5	16	45.7	4	11.4	1	2.8	3	8.5	1	2.8
3	20	58.8	9	26.4	3	8.8	0		0		2	5.8
4	3	8.5	14	40.0	15	42.8	3	8.5	0		0	
5	0		0		5	14.7	2	5.8	27	79.4	0	
6	1	2.8	1	2.8	16	45.7	6	17.1	10	28.5	1	2.8
7	1	2.9	5	14.7	5	14.7	4	11.7	18	52.9	1	2.9
8	11	31.4	6	17.1	14	40.0	1	2.8	3	8.5	0	
9	25	71.4	1	2.8	6	17.1	2	5.7	0		1	2.8
10	0		12	34.2	12	34.2	3	8.5	6	17.1	2	5.7
11	1	3.0	7	21.2	14	42.4	4	12.1	6	18.1	1	3.0
12	1	2.8	2	5.7	12	34.2	2	5.7	18	51.4	0	
13	5	14.7	3	8.8	18	53.9	5	14.7	3	8.8	0	
14	2	5.7	2	5.7	23	65.7	2	5.7	6	17.1	0	
15	8	22.8	19	54.2	2	5.7	0		0		6	17.1
16	0		0		8	22.8	6	17.1	21	60.0	0	
17	17	48.5	14	40.0	4	11.4	0		0		0	
18	0		2	5.7	14	40.0	5	14.2	14	40.0	0	
19	0		2	5.7	15	42.8	3	8.5	13	37.1	2	5.7
20	13	37.1	14	40.0	3	8.5	3	8.5	1	2.8	1	2.8
21	6	17.1	2	5.7	4	11.4	9	25.7	11	31.4	3	8.5
22	2	5.7	5	14.2	10	28.5	8	22.8	10	28.5	0	
23	1	2.8	4	4.4	23	65.7	2	5.7	5	14.2	0	
24	7	20.0	9	25.7	18	51.4	1	2.8	0		0	

Note.--See Appendix A for Questions.

Item 4: Determine what educational services the district should render to the community.

No clear majority was arrived at in any single response category for this item. However, 48.5 percent chose either 1 or 2 indicating their perception that the Chancellor had direct and delegated responsibilities in regard to this function.

Item 5: Provide materials and equipment for the instructional programs of the district.

None of the respondents ranked this as a direct function of the Chancellor. The majority, 79.4 percent of them, indicated that it was not associated with direct Chancellor responsibilities (choice 3).

Item 6: Prepare accreditation materials.

This item did not produce a clear majority for any one response category, although 45.7 percent of the respondents did select 2, a delegated function for the Chancellor. Only 5.6 percent of the respondents perceived this as a direct function of the Chancellor.

Item 7: Provide opportunities for staff members to participate in various community activities.

A majority ranked this item as not a direct responsibility of the Chancellor. Only 17.6 percent of the respondents believed this was a direct function of the Chancellor.

Item 8: Explain the board policy to college and district staff.

Although the delegated response (number 2) appeared most

frequently with 40 percent, the 31.4 percent direct involvement response combined with the "both delegated and direct involvement" category to produce a strong 48.5 percent choice.

Item 9: Defend faculty members to the board when appropriate or necessary.

This item produced a very clear majority for choice number one, indicating the presence of a strong perception of direct involvement by the Chancellor in this function.

Item 10: Develop and supervise a program which fosters and ensures a desirable climate for working relations within the district.

This item produced a wide dispersion of responses with 34.2 percent indicating it was both a direct function and a delegated function, and 34.2 percent indicating it was a delegated function. Another 17.1 percent responded that it was not a direct responsibility of the Chancellor.

Item 11: Develop a program of coordination with four-year colleges.

This item also produced a wide dispersion of responses with the selections favoring delegation by a 42.4 percent response for directly delegated (choice 2) and 18.1 percent for choice 3 (not a direct responsibility).

Item 12: Provide supervision of instruction within the district.

The function was ranked as not a direct responsibility of the Chancellor by 51.4 percent, with another 39.9 percent indicating it was a delegated function.

Item 13: Make cost analysis of curricula.

A majority of the responses indicated this was a delegated function, supported by another 23.5 percent that ranked it as either very delegated (choice 2 and 3), or as not a direct responsibility of the Chancellor.

Item 14: Develop purchasing plans for the district.

A clear majority (65.7 percent) perceived this as a delegated function. Another 22.8 percent ranked it either choice 2 and 3, or choice 3, indicating even less executive involvement.

Item 15: Give speeches to local civic organizations.

A majority (54.2 percent) of responses chose this item to be both a direct function of the Chancellor and a delegated function. Another 22.8 percent did, however, indicate they perceived it to be a direct function of the Chancellor.

Item 16: Compile requests for supplies and equipment for budgetary consideration.

A substantial majority (60 percent) ranked this item as not a direct responsibility of the Chancellor (choice 3). No respondents indicated they perceived this to be a direct chief executive function.

Item 17: Formulate community college policy for the district.

Although no majority was indicated for any one response category, a very clear perception of executive involvement was indicated with

the 48.5 percent choice of the item as a direct function, and 40 percent identifying it as both a direct and a delegated function (choice 1 and 2).

Item 18: Design a program of counseling and guidance for the district.

No respondents perceived this as a direct function of the Chancellor, while 40 percent indicated it was delegated, and another 40 percent indicated that it was not a direct responsibility of the Chancellor.

Item 19: Develop publicity materials for the district.

The response to this item was almost identical to Item 18 in that no respondents perceived this item to be a function of the Chancellor, while 42.8 percent chose "delegated" and 37.1 percent indicated "not a direct responsibility" (choice 3).

Item 20: Determine what community pressures affect the educational program of the district.

No clear majority choice emerged, although some perception of the Chancellor's role was indicated by the 37.1 percent response choosing "direct function" and the 40 percent choosing "both a direct and delegated function."

Item 21: Encourage college/district staff to participate in community councils and projects.

Although there was some dispersion of this item, 57.1 percent of the respondents perceived this not to be a direct responsibility of the Chancellor, or at least to be very delegated (choice 2 and 3).

Item 22: Develop a program for faculty participation in college and district decision making.

This item generated considerable dispersion in response with the majority perceiving it as either delegated (28.5 percent), not a direct responsibility of the Chancellor (28.5 percent), or a combination of the two choices (22.8 percent).

Item 23: Develop a system of internal accounting for the district.

A clear majority was produced in this item with 65.7 percent of the responses indicating it was a delegated function.

Item 24: Administer debt service programs.

Although 51.4 percent of the respondents perceived this as a delegated function, 20 percent saw it as a direct function of the Chancellor. Another 25.7 percent ranked it as both a direct and delegated function.

In Part III of the "Structured Interview Guide" each participant was asked seven discussion type questions concerning their perceptions of the roles and functions of the Chancellor of the Dallas County Community College District. The participants were encouraged to speak openly about their perceptions and to ask for clarification if necessary. The researcher received complete cooperation from all of the participants.

The results of the seven discussion questions are presented in Table 12. Under each question the responses are arranged according



TABLE 12

## STRUCTURED INTERVIEW: FIVE MOST FREQUENT RESPONSES AT DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

<u>Questions</u>	<u>Five Most Frequent Responses</u>		
	<u>Response</u>	<u>Frequency</u>	<u>Percent of Universe</u>
1. In a brief phrase, how would you best describe the overall role of the Chancellor of this district?	1. Chief Executive/Administrator of the district.	12	28.5
	2. Authoritarian/Paternalistic manager.	9	21.4
	3. Educational Leader: giving direction for policy development; fiscal planning and getting the right personnel in the right place to help the district.	8	19.0
	4. Politician: gathering support for the district through contacts with community business and political leaders.	7	16.6
	5. Primary policy formulator.	6	14.2

TABLE 12 - CONTINUED

2. What, in your opinion, is the most important function the Chancellor now performs?	1. Educational Planner and Leader: set direction of the district for the present and future, and to know what is needed, possible, and within the restraints of the community and resources; provide district guidance.	19	41.3
	2. Recommend and implement board policy: represent district needs to the board and form a good working relationship with them.	13	28.2
	3. Politician: gather support for the district through contact and interaction with the community leadership.	6	13.0
	4. Fund raiser for the district.	5	10.8
	5. Chief Public Relations Man for the district: foster communications between the institution and internal publics.	3	6.5
3. In your opinion, upon what basis does the Chancellor exercise his various functions and responsibilities?	1. District Board of Trustees.	31	72.0
	2. State Statutes (law).	8	18.6
	3. Dallas Community power structure.	2	4.6
	4. Electorate (through election of board members).	2	4.6

TABLE 12 - CONTINUED

4. In your opinion, are the functions and responsibilities of the Chancellor specifically and clearly enumerated, or are they broad and general in nature?	1. Broad and general, with a high degree of flexibility.	23	62.1
	2. Clearly stated and enumerated, but in very broad terms.	14	37.9
5. Are there some elements or components of the community college experience in this district (i.e., Board, Chancellor, Presidents, Administration, faculty, community, etc.) that you believe contribute more than other components toward the successful accomplishments of the district? If yes, then could you rank them?			
	<u>Total of Top 5</u>		
	1. Chancellor	27	32.1
	2. Board	15	17.8
	3. General Administration/Presidents	13	15.4
	4. Community	11	13.0
	5. Faculty	8	9.5
	<u>1st Most Important</u>		
	Chancellor	17	
	Community Leaders	4	
	Board of Trustees	3	
	College Presidents	2	
	Faculty	2	
	<u>2nd Most Important</u>		
	Board of Trustees	8	
	Presidents and General Administration	6	
	Chancellor	4	
	Faculty	4	
	Community	4	

TABLE 12 - CONTINUED

<u>3rd Most Important</u>				
Chancellor	5			
Board of Trustees	4			
College Presidents	2			
Vice Chancellors	2			
Community	2			
<u>4th Most Important</u>				
College Presidents	3			
Faculty	2			
Chancellor	1			
Community	1			
All components are interdependent and inseparable.		10		11.9
<hr/>				
6. In your opinion, is the governance structure of the district centralized or decentralized? Please clarify your definitions and use of the terms centralized and decentralized.	1. Centralized: control of both policy and implementation are at the district level.	18		47.3
	2. Both: centralized district policy with decentralized authority for policy implementation.	17		44.7
	3. Decentralized: allows individual college autonomy.	3		7.8



to their frequency, with the five most frequent answers being tabulated by percent and frequency. The following discussion of the results of Table 12 are presented question by question.

Question 1. In a brief phrase, how would you best describe the overall role of the Chancellor of this district? This question did not produce a majority response for any single answer, although 49.9 percent of the responses can be grouped into one of two answers (see Table 12). The answers with the greatest frequency of occurrence were,

1. Chief executive/administrator of the district (28.5 percent).
2. Authoritarian-paternalistic manager (21.4 percent).
3. Educational leader: giving direction for policy development; fiscal planning and getting the right personnel in the right place to help the district (19 percent).
4. Politician: gathering support for the district through contacts with community business and political leaders (16.6 percent).
5. Primary policy formulator (14.2 percent).

These responses can also be grouped to show that 49.9 percent (responses 1 and 2) perceived the Chancellor's role as managerial in nature. Another such grouping can be made with answers 3 and 5 to form a 33.2 percent response frequency for perceiving his role as leader and policy formulator.

Question 2. What, in your opinion, is the most important function the Chancellor now performs? Although no clear majority



response was identified for this question, the following two responses were predominant (see Table 12).

1. Educational planner and leader: set direction of the district and know what is needed, possible, and within the restraints of the community resources; provides overall district guidance (41.3 percent).

2. Recommend and implement Board policy: represent District needs to the Board and form a good working relationship with them (28.2 percent).

These two response categories contained 69.5 percent of the responses with the other 30.5 percent rather equally divided among the perceived roles of politician, fund raiser, and public relations officer.

Question 3. In your opinion, upon what basis does the Chancellor exercise his various functions and responsibilities (i.e., his source of authority)? A clear majority of 72 percent perceived the Board of Trustees as the basis for the Chancellor's authority (see Table 12). Significant in the responses was the 4.6 percent of the respondents who identified the Dallas community power structure as the source of his authority.

Question 4. In your opinion, are the functions and responsibilities of the Chancellor specifically and clearly enumerated, or are they broad and general in nature? This question resulted in 62.1 percent of the respondents perceiving the Chancellor's role as broad and general, while 37.9 percent perceived his role as being clearly stated and enumerated (although in broad terms) (see Table 12).

Question 5. Are there some elements or components of the community college experience in this district (i.e., the Board, Chancellor, Presidents, faculty, community, etc.) that you believe contribute more than other components toward the successful accomplishments of the district? This question proved interesting with the respondents selecting five major components and ranking each somewhere between first and fourth in importance (see Table 12). The results are clearly observed by totaling the number of responses for any one component, then ranking them according to their frequency of selection as follows in Figure 4.

	<u>Frequency</u>	<u>Percent of Universe</u>
1. Chancellor	27	32.1
2. Board of Trustees	15	17.8
3. General Administration/Presidents	13	15.4
4. Community	11	13.0
5. Faculty	8	9.5

Figure 4. Total Frequencies of the Top 5 Components.

The number of respondents that indicated all the components were too interdependent to be ranked was 11.9 percent of the total.

Question 6. In your opinion, is the governance structure of the district centralized or decentralized? Please clarify your definition and use of the terms centralized and decentralized (see Table 12).

This question resulted in a distinction being made by the respondents between policy and implementation or administration. Although 47.3 percent saw the district as centralized in both policy and administration, another 44.7 percent perceived district policy as centralized with the authority for implementation being decentralized. Only 7.8 percent believed the district was decentralized and allowed individual college autonomy.

Question 7. This question asked for any further comments the participants cared to make regarding their perceptions of the roles and functions of the Chancellor. Only the following broad response occurred with enough frequency to make tabulation meaningful: the district is bureaucratically structured and major decision-making takes place at the district level; also, that the degree of centralization is increasing with time (8 respondents--16.6 percent of the participants).

Summation and General Observations on the  
Functions of the Chancellor

The Dallas County Community College District appeared to have a well defined and effective governance structure capable of administering a geographically very dispersed and educationally diversified community college district. The commitment of the community to the development and successful operation of the district seems to have been, and continues to be, the most significant factor in the governance of the district. This observation is supported by the district history of rapid and major expansion of colleges and

programs, approved bond issues, and plans in progress for future development of the district. The district philosophy of providing "community centered colleges" throughout the district has greatly expanded the availability of post-secondary education to the residents of the district. Although the individuality in college plant facilities and administration is planned and promoted, the basic educational decisions and policies seem to be centered in the personnel of the district office. The Chancellor seems to have ultimate control of the governance and administration of the district. His relationship to the Board of Trustees seems to be built around mutual respect, cooperation, and confidence concerning the performance of the district. The Chancellor seems to have been taken into the power structure of the community as an equal and generally is entrusted with great autonomy and latitude in operating the district. Interference from the Board is very minimal and support is maximal. The financial position of the district seems to be solid, with the community committed to supporting excellence in their district. The future of the district seems very clear and positive in regard to the continued expansion of educational services to the residents of Dallas County.

Responses to the questionnaire and structured interview guide presented the researcher with much valuable information upon which the following generalizations are based.

1. Planning was perceived as either the first or second most important administrative category by a solid majority of the participants.

2. The decision-making process for the district seemed to be clearly perceived, with very little perceived involvement of the Chancellor in legitimizing of the policies and decisions of the district.

3. The perceptions of how the Chancellor divides his time among various administrative activities revealed that no single category of activities was seen as monopolizing his time, with most estimates falling within the 1-20 percent interval.

4. The participants perceived the Chancellor's most direct functions to revolve around policy initiation and contact with various segments of the community.

5. The Chancellor and the Board of Trustees are perceived as the major decision makers of the District and, therefore, as the most crucial elements contributing to the success and good reputation of the Dallas County Community College District.

6. The district organizational structure was perceived as centralized in policy formulation and somewhat more decentralized in the implementation and administration of district policy.

7. Evaluation as an administrative category of activities was perceived as being of little direct importance as a function of the Chancellor.

## CHAPTER V

### COMMONALITIES AND DIFFERENCES IN THE ROLES AND FUNCTIONS OF THE CHIEF EXECUTIVE OFFICERS OF THE SELECTED DISTRICTS

In Chapters III and IV the perceptions of the participants of the two districts were described. The purpose of this chapter is two fold: first, to compare and contrast the perceived and actual roles of the chief executive officer in each district; and secondly, to compare and contrast the commonalities and differences in the perceived and actual roles of the chief executive officers of the two districts studied. The basis for the discussion that follows was the data presented in the chapters on each district. The first section is a discussion of the actual and perceived role of the chief executive officer (President) of Miami-Dade Community College. In the second section the actual and perceived role of the chief executive officer (Chancellor) of the Dallas County Community College District is presented. Section three is a comparison of the perceived roles of the chief executive officers in the two districts studied and a comparison of the accuracy of those perceptions. The chapter is concluded with a summation of the findings and comparisons of the two districts' chief executive officers.



Actual and Perceived Role of the President  
of Miami-Dade Community College

Perceived Importance of Administrative Categories

Overall, planning was clearly ranked as the most important administrative category of presidential involvement. The category of finance was ranked second in importance, with the remainder of the categories dispersed throughout the lower rankings. Viewing the median rankings of the administrative categories, calculated from the findings of the questionnaire, the perceived importance of the various categories becomes clear. In Figure 5 each category is arranged according to its median rank. The rank ordering of

<u>Administrative Category</u>	<u>Median Rank</u>
Planning	1.77
Finance	2.33
External Relations	3.80
Legitimization	4.04
Educational Leadership	4.04
Evaluation	4.35

Figure 5. Rank Order of Administrative Categories by Median Rank of Participant Perceptions.

median shown in Figure 5 are generally supported by the participants' perceptions of the amount of time the President spent working in each of the categories (see Table 3). Although the category of "external relations" is ranked slightly higher in time spent than

"planning," the two categories are ranked higher than all four of the remaining categories.

Within the category of planning, the specific activity of "setting operational priorities" was most frequently perceived as the most important. The activity of "long-range planning" was generally recognized as second in importance.

The "actual role" of the President of Miami-Dade Community College was interpreted and clarified (by the President) as that of an "educational manager" and an "organizational generalist." According to this role portrayal the President must put together the proper team to operate the college effectively. He must also be flexible enough to accommodate and fulfill the requirements of several specific roles. Among these roles are: initiator of policy to the Board of Trustees, educational planner for the college, and liason officer to the community. In regard to time distribution among various executive roles, it was believed that a realistic estimate depends on the particular time of year and the stage of development of the institution.

#### Perceived Direct and Delegated Functions

According to the perceptions of the participants, there were only three functional roles that were generally considered direct functions of the President. Those functions were: to have individual meetings with persons in the community who are considered influential in helping the college secure its objective; to formulate policy for

the college; and to determine what community pressures affect the educational programs of the college. Importantly, there were nine functions that were clearly perceived to be directly delegated by the President. Those functions were: determine what educational services the district should render to the community; prepare accreditation materials; develop and supervise a program which fosters a desirable climate for working relations within the district; develop a program of coordination with four-year colleges; make cost analyses of curricula; develop publicity materials for the district; develop a program for faculty participation in college decision making; develop a system of internal accounting; and, administer debt service programs.

#### Perceived Overall Role of the President

The general role of the President was perceived to be that of the chief executive/administrator, functioning to facilitate effective and efficient operation of the college. The President was also seen as an educational leader, whose role included providing the motivation and institutional direction necessary to fulfill the educational needs of the community and goals of the institution. Significantly, the perceived importance of the role of chief executive or administrator is closely correlated with the general perception that the college decision-making machinery was centralized regarding the establishment of policy, yet decentralized (delegated) for implementation and administration. The

relationship of the President to the various campus chief executive officers (vice-presidents) was one of subordination by the vice-presidents, since they are part of the President's management team. The role of the chief executive as coordinator, initiator, and leader, instead of active supervisor, appeared to be the prevailing perception within the college.

Actual and Perceived Role of the Chancellor of the  
Dallas County Community College District

Perceived Importance of Administrative Categories

Planning was clearly ranked as the most important administrative category of involvement for the Chancellor. Although the category of educational leadership was ranked highly, in terms of its overall ranking it was a close third. From viewing the median rankings of the administrative categories, calculated from the findings of the questionnaire, the perceived importance of the various categories becomes clear. In Figure 6 each category is arranged according to its median rank. The rank ordering of medians shown in Figure 6 are

<u>Administrative Category</u>	<u>Median Ranking</u>
Planning	2.60
Finance	3.19
Educational Leadership	3.45
External Relations	4.14
Legitimization	4.50
Evaluation	6.00

Figure 6. Rank Order of Administrative Categories by Median Rank of Participant Perceptions.

generally supported by the participants' perceptions of the time the Chancellor spent working in each of the categories. Significantly, the estimates of time spent in various activities is closely distributed among the categories of finance, legitimization, and external relations.

Within the category of planning, the specific activity of "long-range planning" was clearly perceived as the most important. The perception is strengthened by the general recognition of "planning of physical facilities" as the second most important activity within the category of planning.

The "actual role" of the Chancellor of the Dallas County Community College District was interpreted and clarified (by the Chancellor) as a chief executive officer of the district, operating under the role perception of a "centrist in theory, and a pragmatist in operation." According to this role perception, the Chancellor seeks to build a relationship of confidence between the Board of Trustees and the District so that the District can achieve and maintain the support necessary to achieve the excellence desired. Specifically, the Chancellor's functions include: the selection of good administrative leadership for the top subordinate positions in the district; the maintenance of productive/constructive relationships with the Board; and, to maintain open and effective communication with the community. It was perceived (by the Chancellor) that a majority of the Chancellor's time was spent in activities

within the category of educational leadership, with the second greatest category being external relations.

#### Perceived Direct and Delegated Functions

According to the perceptions of the participants, there were only three functional roles that were generally considered to be direct functions of the Chancellor. Those functions were: to hold individual meetings with persons in the community who are considered influential in helping the district secure its objectives; to defend faculty members to the Board when appropriate; and, to formulate policy for the district. Significantly, there were nine functions that were clearly perceived to be directly delegated by the Chancellor. Those functions were: prepare accreditation materials; develop a program of coordination with four-year colleges; provide supervision of instruction within the district; make cost analyses of curricula; develop purchasing plans for the district; design a program of counseling for the district; develop publicity materials for the district; develop a system of internal accounting; and, administer debt service programs.

#### Perceived Overall Role of the Chancellor

The general role of the Chancellor was perceived to be that of the chief executive/administrator, functioning as the chief educational planner, organizer, and architect for the development and operation of the district. The Chancellor was also seen as politician and manipulator of variables in order to achieve an efficient, effective, and



overall successful district operation. Perceived as the major motivating force of the district, the Chancellor was generally viewed as being "in control" of the operation and decision-making of the district. This was evident from the participants' perceptions that the district's decision-making machinery was centralized regarding the establishment of policy, with decentralized (college) authority for the implementation and administration of district policy. The relationship of the Chancellor to the various college Presidents was characterized by the Chancellor's superordinate position, and by relatively complete subordination of the Presidents to the Chancellor. The Presidents are part of the Chancellor's appointed management team and report to a district vice-chancellor. Overall, the Chancellor's role seemed to be perceived as that of an educational leader/planner, chief policy initiator, and chief executive of the district.

#### Comparison of the Perceived Roles of the Chief Executive Officers in the Districts Studied

##### Perceived Importance of Administrative Categories

A comparison of the median rankings of the administrative categories from both districts studied revealed some significant differences in the basic perceptions of the participants (see Figure 7).

The administrative category of planning was perceived as the most important category in both districts studied. However, the

<u>Administrative Category</u>	<u>Median Rank (Miami)</u>	<u>Median Rank (Dallas)</u>
Planning	1.77	2.60
Finance	2.33	3.19
Legitimization	4.04	4.50
External Relations	3.80	4.14
Educational Leadership	4.04	3.45
Evaluation	4.35	6.00

Figure 7. A Comparative Rank Ordering of Administrative Categories by Median Rank.

median ranking received in Miami was considerably higher than in Dallas (see Figure 7). The higher ranking also held true for all five of the other administrative categories. Both districts perceived finance as the second most important category. The next three rankings differ from one district to the other, although both districts ranked evaluation as the least important category. It was also significant that the legitimization was ranked low in relative importance (fourth at Miami and fifth at Dallas). Also significant was the ranking of educational leadership, with Dallas ranking third, as compared to the fifth place ranking at Miami-Dade.

#### Perceived Direct and Delegated Functions

The participants of both districts appeared to identify basically the same functions as "delegated," "direct," or some combination of the two. Both districts perceived three functions as a direct

responsibility of the chief executive officer of the district, and nine that were directly delegated (see Tables 5 and 11). The major difference was observed in the percent of participants selecting each category.

#### Perceived Overall Role of the Chief Executive

The overall role of the district chief executive officers used in this study were generally perceived very similarly. In both districts the chief executive officer was viewed as the legal and symbolic head of the district, and as being the prime initiator of policy for the district. The chief executive was seen as an educational leader, a spokesman to the Board of Trustees, and as a general planner for the development of the district to meet community needs. The differences in the perceived overall role of the chief executives was mainly due to the dispersion of the perceptions among the various choices and categories, not in the relative ranking. The most significant overall perceptual difference was that Dallas participants tended to perceive the Chancellor as more a physical facilities planner, while the Miami-Dade President was perceived as more of a source (funding especially) and support-manipulator or planner.

#### Accuracy of Perceptions

Overall, when the participants perceptions were compared to those of the district chief executive, there tended to be a large degree of accuracy. Although variances of perception did occur in many sections of the results obtained from the instruments, when

viewed in broad and general terms they were not major misconceptions. The perceptions concerning the major elements of level of institutional involvement, degree of responsibility, authority, and motivation appeared to be in general accord.

#### Summation and General Observations

The participants from each district were chosen at random by constituent categories. This selection process assured a broad spectrum of viewpoints, as well as input from each segment of the college or district experience. Overall, when the participants' perceptions were compared to those of the district chief executive, there tended to be a high degree of accuracy. However, upon comparison of participants' perceptions, it was discovered that unless definitions were very broad and general, participant differentiation became increasingly difficult as the position rank (job classification) of the participant decreased. That is, those participants that were in positions to have frequent contact with the chief executive were able to make differentiations and interpretations that were not possible in other positions of lesser contact. Therefore, the degree of participant "guessing" instead of sincere assessment of a true perception based on experience, is unable to be estimated.

## CHAPTER VI

### GENERAL SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

The concluding chapter of this study is presented in three sections. The first section is a general summary of the study, with special emphasis on the summary of the results. The second section is a discussion of the conclusions indicated by an analysis of the findings and results of this study. The third section presents recommendations for further research related to community college multi-unit organizational patterns.

#### General Summary

The purpose of this study was to investigate the roles of chief executive officers in selected multi-campus, as compared to multi-institutional community college districts. Specifically, the study was designed to answer the following questions:

1. What is the assigned and perceived role of the district chief executive officer in the selected multi-campus district as compared to the assigned and perceived role of the district chief executive officer in the selected multi-institution district?
2. What is the functional relationship of the chief executive officer of individual campuses of a multi-campus district to the chief executive officer of the college?

3. What is the functional relationship of the chief executive officer of individual colleges of a multi-institution district to the chief executive officer of the district?

The two districts were selected on the basis of their particular organizational pattern and history of multi-unit operation, size, and willingness to participate. The individual participants at each district were selected at random from position categories within the institutional environment. The following techniques of data gathering were used in each district: A questionnaire, a structured interview guide, a review of district documents, and general observations. The collection of the data for this study was accomplished through on-site visitations to each of the two selected districts. During the visitations, the author visited every campus or college of the districts and conducted personal interviews with thirty-five participants at Miami-Dade and forty-two at the Dallas County district. The data obtained by use of the instruments were analyzed by the use of frequency tabulations and percentages.

The results of the investigation of each district were reported separately in Chapters III and IV. A summary of the major findings, by district, is presented in the following discussion.

#### Miami-Dade Community College

1. Planning was perceived as either the first or second most important administrative category by a majority of the participants.

2. The administrative category of evaluation was consistently ranked the lowest of the categories used in this study of the President's functional duties as perceived by a majority of the participants.



3. A clear dichotomy exists in the perceptions of participants regarding the President's involvement in the legitimization of the policies and decisions of the college, with a slight majority ranking it very low and a third ranking it high.

4. Participant evaluations of specific functions within broad administrative categories produced clustered and often unclear meanings and differentiations.

5. The perceptions of how the President divides his time among various functions revealed that no one administrative category was seen as monopolizing his time, and that 11 to 20 percent of his time accorded to a single activity was regarded as high in most cases.

6. As evidenced by the results of the listing of executive functions, the perceptions of the participants seemed to indicate that the President's most active functions evolve around policy making and communications with community leaders.

7. The prevailing perception of the role of the President describes him as the chief administrator and manager of the entire organizational operation.

8. The faculty was frequently perceived as a major contributor to the success and good reputation of the educational enterprise at Miami-Dade.

#### Dallas County Community College District

1. Planning was perceived as either the first or second most important administrative category by a solid majority of the participants.

2. The decision-making process for the district seemed to be clearly perceived, with very little perceived involvement of the Chancellor in legitimizing of the policies and decisions of the district.

3. The perceptions of how the Chancellor divides his time among various administrative activities revealed that no single category of activities was seen as monopolizing his time, with most estimates falling within the 1-20 percent interval.

4. The participants perceived the Chancellor's most direct functions to revolve around policy initiation and contact with various segments of the community.

5. The Chancellor and the Board of Trustees are perceived as the major decision makers of the District and, therefore, as the most crucial elements contributing to the success and good reputation of the Dallas County District.

6. The district organizational structure was perceived as centralized in policy formulation and more decentralized in the implementation and administration of district policy.

7. Evaluation as an administrative category of activity was perceived as being of little direct importance as a function of the Chancellor.

#### Commonalities and Differences of the Districts Studied

The results of the analysis of each district were compared in a separate chapter on the commonalities and differences between the districts. The chapter served a two-fold purpose: first, to compare and contrast the perceived and actual roles of the chief executive officer in each district; and secondly, to compare and contrast the commonalities and differences in the perceived and actual roles of the chief executive officers of the two districts studied. This

chapter provided a direct response to one of the basic purposes of the study, that is: What is the assigned and perceived role of the district chief executive officer in the selected multi-campus district as compared to the assigned and perceived role of the district chief executive officer in the selected multi-institution district? A summary of the comparison of the perceived roles of the chief executive officers in the districts studied is presented in the following discussion.

#### Perceived Importance of Administrative Categories

The administrative category of planning was perceived as the most important category in the role of the chief executive in both districts studied. However, the median ranking received at Miami was higher than in Dallas (1.77 to 2.60, respectively), as well as the mean response of 2.34 to 2.14, respectively. The higher ranking also held true for all five of the other administrative categories. Both districts perceived finance as the second most important category. The next three rankings differ from one district to the other, although evaluation was ranked as the least important category at each district. It was also significant in comparing the administrative categories of the two districts to find that the category of legitimization was ranked low in relative importance (fourth at Miami and fifth at Dallas). Also significant was the ranking of educational leadership, with Dallas ranking third, as compared to the fifth place ranking at Miami-Dade.

#### Perceived Direct and Delegated Functions

The participants of both districts identified basically the same functions as "delegated," "direct," and combinations of the two

designations. Both districts perceived three functions as a direct responsibility of the chief executive officer of the district, and nine that were directly delegated (see Tables 5 and 11). Both district participants perceived the following two functions as a direct responsibility of the district chief executive:

1. Have individual meetings with persons in the community who are considered influential in helping the district secure its objectives.

2. Formulate community college policy for the district.

In addition to these two functions, the participants from each of the districts also perceived a third, but different, function as being a direct responsibility of the chief executive. At Miami-Dade the chief executive officer was perceived as directly responsible for determining what community pressures affect the educational program of the district. At the Dallas County District the participants perceived the chief executive officer as having direct responsibility for defending faculty members to the Board of Trustees when appropriate or necessary. The major differences observed between the participant responses at Miami-Dade and Dallas County in regard to direct and delegated executive functions were in the percent of participants selecting a given function.

#### Perceived Overall Role of the Chief Executive

The overall role of the district chief executive officers used in this study were generally perceived very similarly. In both districts the chief executive officer was viewed as the legal and symbolic head of the district, and as being the prime initiator of policy for the district. The chief executive was seen as an educational leader, a spokesman to the

Board of Trustees, and as a general planner for the development of the district to meet community needs. The differences in the perceived overall role of the chief executives was due mainly to the dispersion of the perceptions among the various choices and categories, not in the relative ranking. The most significant overall perceptual difference was that the Dallas participants tended to perceive the Chancellor as more of a physical facilities planner, while the Miami-Dade President was perceived as more of a resource (funding especially) and support-manipulator or planner.

#### Accuracy of Perceptions

Overall, when the participants' perceptions were compared to those of their respective district chief executive, there tended to be a large degree of congruence. Although variances of perception did occur in many sections of the results obtained from the instruments, when viewed in broad and general terms they were not "major" misconceptions. The participants' perceptions concerning the major aspects of the chief executives' functions appeared to be in general accord with the actual perceptions of the chief executives. This was the case especially in regard to perceptions concerning the executives' level of institutional involvement, degree of overall responsibility, authority, and general motivation.

#### Response to Major Questions Posed by the Study

Two of the major questions posed by this research study were answered in Chapters III and IV. A summary of the basic responses to these questions is presented in the following discussion.



What is the functional relationship of the chief executive officer of individual campuses of a multi-campus district to the chief executive officer of the college? Answer: The officer legally responsible for the operation of the college is the President, who is appointed by the Board of Trustees. The chief administrative officer for each campus is designated as a college vice-president and is appointed by and serves at the pleasure of the President. Although the President maintains the ultimate authority for the organization and operation of the total college, at Miami-Dade considerable authority is delegated to the campus vice-president by the President for the day-to-day internal operation of each campus.

What is the functional relationship of the chief executive officer of individual colleges of a multi-institution district to the chief executive officer of the district? Answer: The Chancellor is the chief administrative officer of the District and is appointed by the Board of Trustees and charged with the responsibility of implementing the policies and regulations established by the Board. Only the Chancellor, or his delegate, may promulgate administrative policies and procedures for District and college operations. Each of the four colleges of the District are headed by a President, appointed by and serving at the pleasure of the District Office (Chancellor). Although each President is allowed some flexibility in the administrative organization of his college, they must still submit appropriate job titles, specifications, and organizational patterns to the Chancellor for approval. The Presidents of the four colleges report to the District Vice-Chancellor



for Academic Affairs, not directly to the Chancellor. Although some flexibility is extended to the individual college presidents, ultimate authority for approving college operations and programs is vested in the Board of Trustees, through the District office.

### Conclusions

The conclusions discussed in this section were drawn from and based on the author's analysis of the findings and results of the study. Each conclusion is accompanied by a statement of its implication in order to clarify the significance and meaning of that conclusion.

Conclusion 1. Differences exist in the perceived meanings attributed to the concept of "executive leadership," between the chief executive officer of the multi-unit district and the various other components of the community college environment.

Implication. As the role of the community college president changes and evolves into a role better defined as a manager and coordinator of a complex organizational operation, the traditional concept of an educational leader may not change as rapidly as the role, thereby creating an antiquated role stereotype and possibly a conflict between expectations of constituents and goals of the individual holding the office.

Conclusion 2. Large urban multi-unit community college districts tend to become similar in style and method of operation due to the similarity of their environments, not necessarily because of their formal organizational patterns.

Implication: To analyze and understand the operation of a multi-unit community college system, or any major component or participant

thereof, the structural/management approach must be supplemented by other approaches, such as political power studies, small group theory, sociological, and others. Although important, the pattern of organization is not the only important factor in determining the operation and individual role definitions in a community college district. In other words, urban multi-unit systems must be analyzed and understood as part of their total political, economic, and social environment.

Conclusion 3. Since no universally successful and acceptable organizational patterns seem to exist, multi-unit organizational schemes must be tailor-made to fit the circumstances of each particular situation.

Implication. Factors such as finance, legal basis, local power structure, stage of development of the college or district, and leadership style of the chief executive officer of the college or district, all seem to be important elements in the organization and operation of a multi-unit community college district. Since the mix of these various elements may differ significantly from one multi-unit district to the next, it seems logical that different organizational patterns may be needed in different circumstances. This conclusion is in agreement with the observation that different organizational patterns may be needed at the various stages of growth and development of a multi-unit community college operation.

Conclusion 4. Urban multi-unit community college districts tend to require increasingly more central coordination, not increasingly more individual unit autonomy.

Implication. Although some studies have concluded that multi-unit districts evolve toward greater individual unit autonomy (Jones, 1968), this study did not find that to be the case. Instead, as the complexity of the operation increases, the need for greater coordination seems to become crucial to the overall successful operation of the district. The temptation to become more centralized and uniform, especially in policies and procedures, seems to also increase with increasing size and complexity.

Conclusion 5. The degree of centralization of multi-unit districts is influenced by many factors, not solely by the organizational pattern of the district.

Implication. Although in theory the multi-college scheme of organization is more decentralized and allows for more individual unit autonomy, and the multi-campus configuration is more centralized and allows less individual unit autonomy, in reality this may not be the case. In this study, the author concluded that this distinction existed in theory only and that the degree of centralization was a result of factors such as community power structure, personal leadership style of the chief executive officer of the district, and the stage of development of the districts studied.

Conclusion 6. The chief executive officer in urban multi-unit community college districts tends to be involved more with matters external to the actual operation of the college or district than to matters concerned with the day-to-day operation of the district. Areas of specific executive involvement include relations with the Board of Trustees, interaction with community influentials, and overall planning for the total district.

Implication. The internal and daily operation of the individual units in a multi-unit district are delegated by the chief executive officer of the district to various district and/or unit level personnel. However, their function is to see that district policy and procedure is implemented and carried out. The chief executive of the district is more concerned with interaction with the Board of Trustees and community influentials so that he can formulate and initiate the desired plans for the development of the district.

Conclusion 7. The accuracy of participants' perceptions regarding specific executive roles tends to decrease as the participants contact and familiarity with the chief executive position decreases.

Implication. As the job or position classification of the participant requires more frequent contact with the chief executive and his general office, the accuracy of that participant's perceptions of the chief executive's role tends to increase. In this study, those participants that were in positions that allowed them frequent contact with the chief executive were able to make differentiations and interpretations that were not possible by participants in positions of lesser contact with the chief executive. Therefore, the degree of participant "guessing" instead of assessment of an accurate perception based on experience is unable to be estimated. First-hand experience seems to be crucial as a factor in perceiving the reality of a situation.

#### Recommendations for Further Study

This study focused on the role of the chief executive officer in multi-unit community college districts, and did not directly examine

the issue of centralization/decentralization in governance. The general area of multi-unit district organization could produce very meaningful and useful research results.

The study and analysis of community power structures as they affect multi-unit urban community college districts would be a useful study. Since it seems evident that influence by components within the community is not exercised uniformly or equally, it is important to identify the segments of the community that do influence the development of the community college district.

Studies are needed to examine the role and interrelationships of campus and unit college chief executive positions. The role of the individual unit chief executive officer is in need of clarification.

Studies are needed to adapt methods of analysis other than the strictly structural-functional approach, to the study of multi-unit community college districts. The human dimension and its effect on the structure should be studied more closely.

## APPENDICES



APPENDIX A  
STRUCTURED INTERVIEW GUIDE

## Structured Interview Guide

### Part I: Introduction

- A. Introduce myself and explain the nature of my research study.
- B. Explain the questionnaire and the interview procedure to be used.
- C. Administer the questionnaire (see Appendix B).

### Part II: The Personal Interview

The following list of items were chosen from the literature pertaining to executive functions. Each item represents one functional role that is frequently cited as applicable to community college chief executive officers. Which of the following functions do you ascribe to the President/Chancellor, of your district, either as a direct or delegated responsibility? Please respond by indicating one of the following:

- 1. Personal involvement by the President/Chancellor.
- 2. Directly delegated by the President/Chancellor.
- 3. Not a direct responsibility of the President/Chancellor.
- 4. Not applicable.

(The following list of items were developed from the findings of Robert Gene Graham, 1965).

- 1. Determine the library needs within the district.
- 2. Attend state and national educational organization meetings and conferences.
- 3. Have individual meetings with persons in the community who are considered influential in helping the district secure its objectives.

4. Determine what educational services the district should render to the community.
5. Provide materials and equipment for the instructional programs of the district.
6. Prepare accreditation materials.
7. Provide opportunities for staff members to participate in various community activities.
8. Explain the board policy to college and district staff.
9. Defend faculty members to the board when appropriate or necessary.
10. Develop and supervise a program which fosters and ensures a desirable climate for working relations within the district.
11. Develop a program of coordination with four-year colleges.
12. Provide supervision of instruction within the district.
13. Make cost analysis of curricula.
14. Develop purchasing plans for the district.
15. Give speeches to local civic organizations.
16. Compile requests for supplies and equipment for budgetary consideration.
17. Formulate community college policy for the district.
18. Design a program of counseling and guidance for the district.
19. Develop publicity materials for the district.
20. Determine what community pressures affect the educational program of the district.

21. Encourage college/district staff to participate in community councils and projects.
22. Develop a program for faculty participation in college and district decision making.
23. Develop a system of internal accounting for the district.
24. Administer debt service programs.

(The above 24 items are intended to measure the respondents' perception of the degree of involvement of the chief executive officer of the district in 24 specific functions identified in the literature.)

### Part III: Structured Interview Questions

1. In a brief phrase, how would you best describe the overall role of the President/Chancellor of this district?
2. What, in your opinion, is the most important function the President/Chancellor now performs?
3. In your opinion, upon what basis does the President/Chancellor exercise his various functions and responsibilities?
4. In your opinion, are the functions and responsibilities of the President/Chancellor specifically and clearly enumerated, or are they broad and general in nature?
5. Are there some elements or components of the community college experience in this district (i.e., Board, Chancellor, President, Administration, faculty, community, etc.) that you believe contribute more than other components toward the successful accomplishments of the district? If yes, then could you rank them?

6. In your opinion, is the governance structure of the district centralized or decentralized? Please clarify your definition and use of the terms centralized and decentralized.

7. Are there any aspects of the President's/Chancellor's roles and functions that you would care to comment on that I have not discussed with you or that I could not glean from your responses to the questionnaire you completed?

APPENDIX B  
QUESTIONNAIRE



## QUESTIONNAIRE: PERCEIVED FUNCTIONS OF THE PRESIDENT/CHANCELLOR

The purpose of this study is to identify the perceptions of community college faculty, administrators, board of trustees, and students regarding the role or functions of the chancellor or president of multi-unit community college districts. From the research and literature concerning executive roles and general administration, statements were selected pertaining to various functions, duties, and responsibilities of the college president/chancellor. These statements are categorized and listed in Part I of this questionnaire. Part II is concerned with the president's/chancellor's time distribution within various activities.

### Personal Information:

1. Your present position: \_\_\_\_\_
2. Length of time at this institution: \_\_\_\_\_

### Instructions:

Six categories of executive activity are identified in this questionnaire, each containing several specific activities related to that particular category. A brief definition of each category is provided for your reference. In Part I please rank order each of the categories according to the importance you attribute to each of them (i.e., from most important--#1, to least important--#6, in your opinion). Also rank order the specific activities within each of the broad categories according to your perceived importance of each activity. If you wish to make any additions to either the category list or the specific activities within any of the categories please do so in the space provided.

### PART I: Rank order of administrative categories and activities

#### Rank Order of Categories

#### Rank Order of Activities

- \_\_\_\_\_ A. PLANNING: the detailing of policy and programs to implement policy for the furtherance of both immediate and future institutional goals and purposes; this includes the analysis of input factors, production technology, and outputs.
- a. future or long-range planning activities \_\_\_\_\_
  - b. activities related to program expansion, addition, reduction, and contraction \_\_\_\_\_
  - c. planning of physical facilities for the present and immediate future \_\_\_\_\_
  - d. setting operational priorities within the institution \_\_\_\_\_
  - e. other \_\_\_\_\_

\_\_\_\_\_ B. FINANCE: the acquisition and allocation of income resources for institutional operation and goal attainment; this includes budget preparation, fund raising, and budget administration.

- a. activities concerning budget preparation \_\_\_\_\_
- b. fund raising activities \_\_\_\_\_
- c. activities concerning internal district budget administration \_\_\_\_\_
- d. activities related to the priority ranking of resource allocation levels \_\_\_\_\_
- e. other \_\_\_\_\_

\_\_\_\_\_ C. LEGITIMIZATION OF INSTITUTION POLICIES AND DECISIONS: efforts to clarify the decision making process and to obtain constituent acceptance of the process and general policies made through this process.

- a. activities pertaining to the maintenance of openness in the decision making process of the district \_\_\_\_\_
- b. activities concerning constituent participation in institutional governance \_\_\_\_\_
- c. activities concerning improving the human relations or general morale within the district \_\_\_\_\_
- d. activities concerned with the improvement of the institutional communication network \_\_\_\_\_
- e. other \_\_\_\_\_

\_\_\_\_\_ D. EXTERNAL RELATIONS: interaction with individuals and segments of the society that are external to the institution but are potentially important to its operation and goal attainment; this includes government agencies and leaders at all levels, business and community leaders, and any other important elements of the institutional environment that may affect the institution in some way.

- a. activities concerning accrediting agencies \_\_\_\_\_
- b. activities involving state agencies, leaders, and specific office holders \_\_\_\_\_
- c. activities concerning groups, leaders, events within the local community or district \_\_\_\_\_
- d. activities involving federal agencies and leaders \_\_\_\_\_
- e. activities with various professional associations or other educational leaders in the state or nation \_\_\_\_\_
- f. other \_\_\_\_\_

\_\_\_\_\_ E. EDUCATIONAL LEADERSHIP: providing direction for the various constituencies within the institution by serving as a facilitator and catalyst for effective and efficient operation; serving an important role in coordination, organization, and motivation in the institution.

- a. presenting policy recommendations and alternative strategies to the board of trustees \_\_\_\_\_
- b. activities concerning the initiation of educational policy and innovations in programs, institutional operations, and management techniques \_\_\_\_\_
- c. activities involving faculty and staff, providing motivational leadership and support in their behalf \_\_\_\_\_
- d. activities with student groups and individuals of the student body \_\_\_\_\_
- e. other \_\_\_\_\_

\_\_\_\_\_ F. EVALUATION: the process of making judgments and basic determinations as to the effectiveness and efficiency of institutional operations, as well as individuals within the institution.

- a. activities regarding decisions or evaluative judgments on the progress of the institution \_\_\_\_\_
- b. activities concerning evaluative judgments on the efficiency of institutional operations \_\_\_\_\_
- c. activities relating to judgments on personnel matters \_\_\_\_\_
- d. activities concerning the assessment of perceived or real problems within the institution \_\_\_\_\_
- e. activities relating to the making of judgments concerning attitudes and forces external to the institution (i.e., the economy, current political situation, and the general social system) \_\_\_\_\_
- f. other \_\_\_\_\_

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PART II: Percent of time spent by the President/Chancellor in particular executive activities

Instructions:

The six major categories of administrative activity defined in Part I of this questionnaire have been identified as comprising

the universe of functions performed by chief executive officers in educational structures. In this part of the questionnaire please estimate the percent of time you believe the President/Chancellor spends dealing with matters within each of these categories. Each category is defined in Part I. If necessary, you may consult these definitions.

Percent of Time Devoted to Each Category

_____	A. PLANNING
_____	B. FINANCE
_____	C. LEGITIMIZATION OF INSTITUTION POLICIES AND DECISIONS
_____	D. EXTERNAL RELATIONS
_____	E. EDUCATIONAL LEADERSHIP
_____	F. EVALUATION
<u>100%</u>	

Instructions:

Within each category of administrative activity, what percent of the President's/Chancellor's time spent in that category do you believe he spends involved with each specific function? The total amount of time spent in all of the activities within any specific category is equal to 100% of the perceived percent of time for that category.

PERCENT OF TIME SPENT  
REGARDING EACH FUNCTION

A. <u>PLANNING</u> : the detailing of policy and programs to implement policy for the furtherance of both immediate and future institutional goals and purposes; this includes the analysis of input factors, production technology, and outputs.	
a. future or long-range planning activities	_____
b. activities related to program expansion, addition, reduction, and contraction	_____
c. planning of physical facilities for the present and immediate future	_____
d. setting operational priorities within the institution	_____
e. other _____	_____
	<u>*100%</u>



PERCENT OF TIME SPENT  
REGARDING EACH FUNCTION

B. FINANCE: the acquisition and allocation of income resources for institutional operation and goal attainment; this includes budget preparation, fund raising, and budget administration.

- a. activities concerning budget preparation \_\_\_\_\_
- b. fund raising activities \_\_\_\_\_
- c. activities concerning internal district budget administration \_\_\_\_\_
- d. activities related to the priority ranking of resource allocation levels \_\_\_\_\_
- e. other \_\_\_\_\_

\_\_\_\_\_  
\*100%  
\_\_\_\_\_

C. LEGITIMIZATION OF INSTITUTION POLICIES AND DECISIONS: efforts to clarify the decision making process and to obtain constituent acceptance of the process and general policies made through this process.

- a. activities pertaining to the maintenance of openness in the decision making process of the district \_\_\_\_\_
- b. activities concerning constituent participation in institutional governance \_\_\_\_\_
- c. activities concerning improving the human relations or general morale within the district \_\_\_\_\_
- d. activities concerned with the improvement of the institutional communication network \_\_\_\_\_
- e. other \_\_\_\_\_

\_\_\_\_\_  
\*100%  
\_\_\_\_\_

D. EXTERNAL RELATIONS: interaction with individuals and segments of the society that are external to the institution but are potentially important to its operation and goal attainment; this includes government agencies and leaders at all levels, business and community leaders, and any other important elements of the institutional environment that may affect the institution in some way.

PERCENT OF TIME SPENT  
REGARDING EACH FUNCTION

- a. activities concerning accrediting agencies \_\_\_\_\_
- b. activities involving state agencies, leaders,  
and specific office holders \_\_\_\_\_
- c. activities concerning groups, leaders, events  
within the local community or district \_\_\_\_\_
- d. activities involving federal agencies and  
leaders \_\_\_\_\_
- e. activities with various professional assoc-  
iations or other educational leaders in  
the state or nation \_\_\_\_\_
- f. other \_\_\_\_\_

\*100%

E. EDUCATIONAL LEADERSHIP: providing direction for the various constituencies within the institution by serving as a facilitator and catalyst for effective and efficient operation; serving an important role in coordination, organization, and motivation in the institution.

- a. presenting policy recommendations and alter-  
native strategies to the board of trustees \_\_\_\_\_
- b. activities concerning the initiation of  
educational policy and innovations in programs,  
institutional operations, and management  
techniques \_\_\_\_\_
- c. activities involving faculty and staff,  
providing motivational leadership and  
support in their behalf \_\_\_\_\_
- d. activities with student groups and individuals  
of the student body \_\_\_\_\_
- e. other \_\_\_\_\_

\*100%

F. EVALUATION: the process of making judgments and basic determinations as to the effectiveness and efficiency of institutional operations, as well as individuals within the institution.

- a. activities regarding decisions or evaluative  
judgments on the progress of the institution \_\_\_\_\_



PERCENT OF TIME SPENT  
REGARDING EACH FUNCTION

- |   |              |
|---|--------------|
| b. activities concerning evaluative judgments of the efficiency of institutional operations   | _____        |
| c. activities relating to judgments on personnel matters  | _____        |
| d. activities concerning the assessment of perceived or real problems within the institution  | _____        |
| e. activities relating to the making of judgments concerning attitudes and forces external to the institution (i.e., the economy, current political situation, and the general social system) | _____        |
| f. other _____  | _____        |
|   | _____        |
|   | <u>*100%</u> |

INTERVIEW RECORDING SHEET

(Structured interview guide)

1=personally performed by president/chancellor  
 2=directly delegated by president/chancellor  
 3=not a direct responsibility of the  
 president/chancellor

NAME \_\_\_\_\_

POSITION \_\_\_\_\_

	1	2	3
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

	1	2	3
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

	1	2	3
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

## SUMMARY QUESTIONS:

(1)

(2)

(3)

(4)

(5)

(6)

APPENDIX C  
COMMUNITY COLLEGE PRESIDENT

TITLE

Community College President

DESCRIPTION

Responsible to the District Board of Trustees as the Chief Administrative Officer of Miami-Dade Community College and serves as Secretary to the Board.

Exercises general supervision over the College in order to determine problems and needs and recommends improvements.

Advises and counsels with the Board on all College matters and recommends to the Board action for such matters as should be acted upon.

Recommends to the Board for adoption such policies pertaining to the College as he may consider necessary for its efficient operation.

Recommends and executes rules and regulations. Prepares and organizes by subject and submits to the Board for adoption such rules and regulations to supplement those adopted by the State Board of Education. Enforces rules and regulations adopted by the District Board of Trustees.

Recommends and executes minimum standards for the College.

Performs duties and exercises responsibilities as are assigned to him by law and by regulations of the State Department of Education.

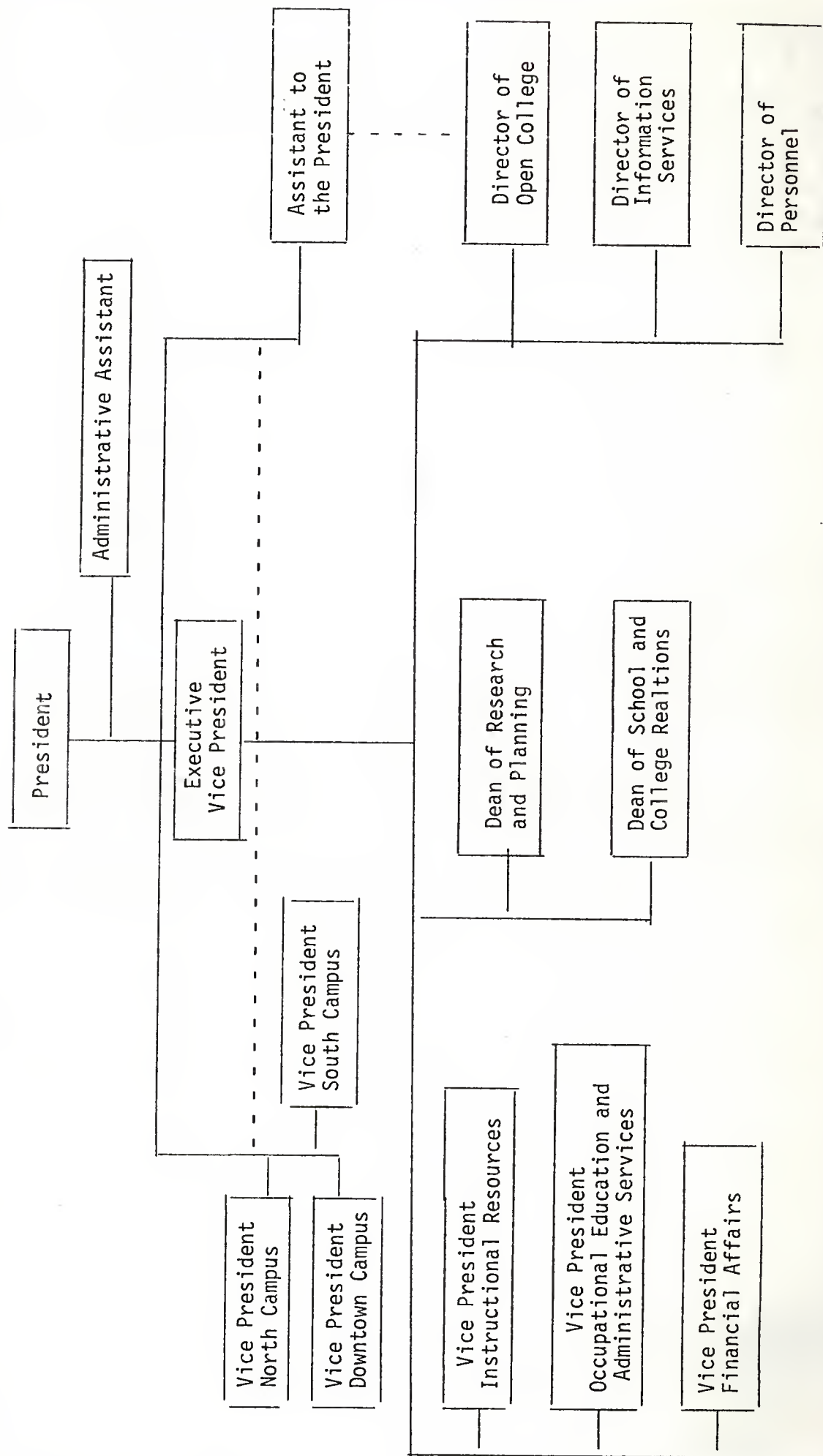
MINIMUM QUALIFICATIONS

Doctor's degree.

Ten years of appropriate experience in higher education.

APPENDIX D  
COLLEGE ORGANIZATION CHART

TABLE OF ORGANIZATION

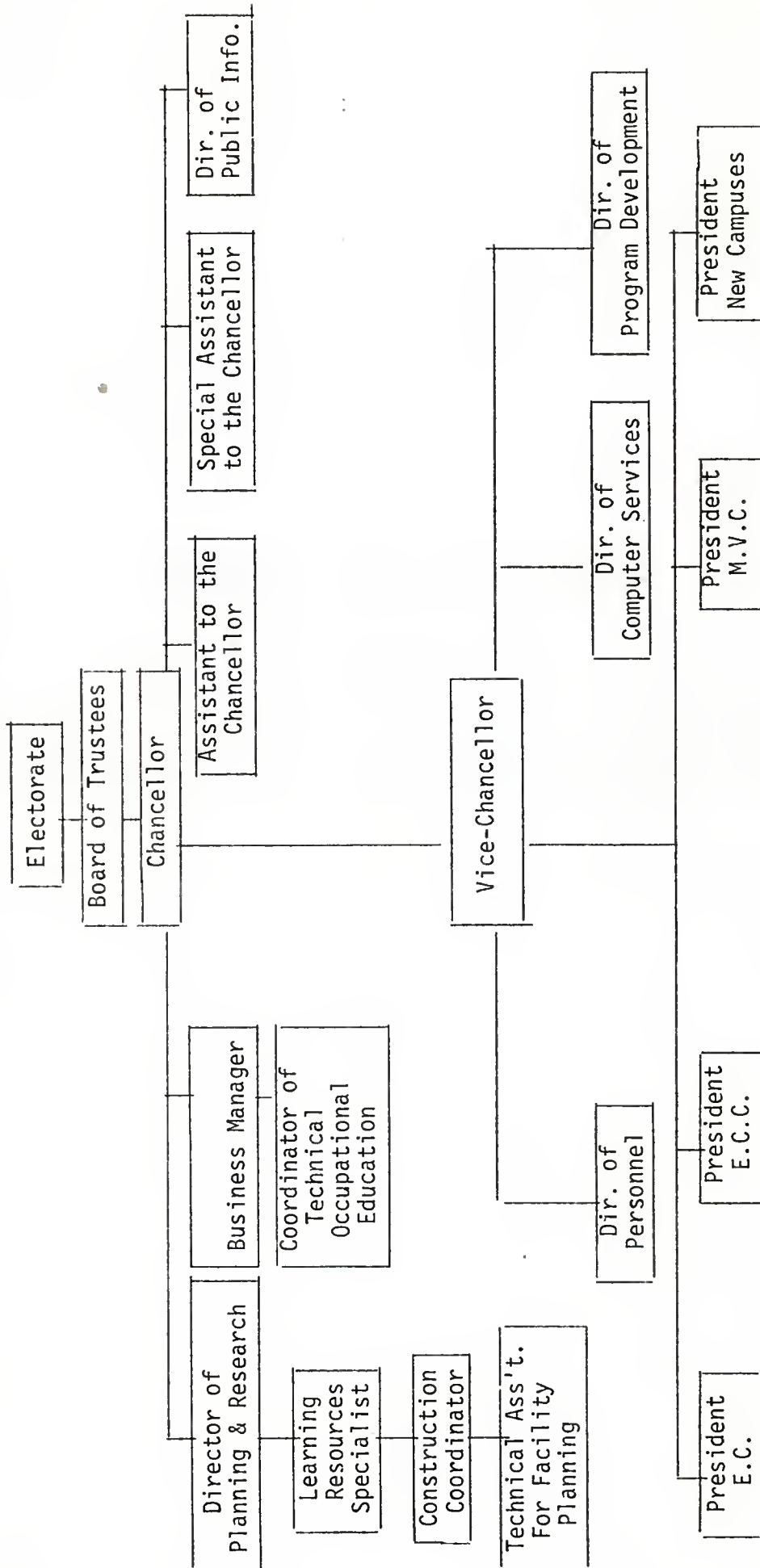




APPENDIX E

CHART II-A THE DISTRICT OFFICE

CHART II-A THE DISTRICT OFFICE



APPENDIX F  
CHANCELLOR

## Chancellor

Within the framework of policies and regulations adopted by the Board, the Chancellor shall exercise broad, discretionary authority in carrying out responsibilities of the position. He shall perform the following functions:

1. Act as executive officer of the Board, charged with implementing its policies and regulations.
2. Make recommendations to the Board for the appointment of all administrative, faculty and security personnel.
3. Recommend to the Board of Trustees changes in personnel and personnel policies.
4. Prepare and submit an annual budget to the Board and make recommendations to the Board for budget changes.
5. Provide leadership in the development and implementation of a master plan for campus development within the District, including plans for the acquisition of property and the selection of architects for the District building program.
6. Make recommendations to the Board of Trustees for the adoption of courses of instruction and other educational and community services.
7. Review the educational program on a continuing basis and recommend changes which will improve the quality and scope of services offered by the District.
8. In cooperation with the Board and staff, represent the District to the community by interpreting the community college to the public, parents, the press and community organizations.
9. Lend influence toward the development of local, state and national educational policies.
10. Be responsible for the formulation of all reports required by local, state and federal agencies.
11. Serve as secretary to the Board of Trustees, carrying out such functions as making arrangements and preparing agendas for Board meetings, and maintaining records of such meetings.
12. Provide the Board of Trustees with a flow of information regarding the District and its needs.

13. Develop and implement appropriate administrative procedures for the handling of offers of gifts prior to the submission of such offers to the Board of Trustees for acceptance or rejection.
14. Develop, review and implement procedures for the recruitment, evaluation, promotion and termination of District employees.
15. Develop procedures for handling discipline cases involving students enrolled in the colleges of the Dallas County Community College District which shall have uniform application at each college.
16. Develop, review and update job specifications for all professional employees in the District.
17. Develop and implement administrative policies and procedures which are necessary for effective District and college operations.
18. Perform such other duties as the Board of Trustees may assign.

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### BIOGRAPHICAL SKETCH

Richard Gale Buckner, Jr. was born December 11, 1944 in West Palm Beach, Florida. In June, 1962, he was graduated from Palm Beach High School, West Palm Beach, Florida. In August, 1966, he received the Bachelor of Science in Social Studies Education degree from Florida State University in Tallahassee, Florida. He received the Master of Science in Government degree from Florida State University, Tallahassee, Florida in August, 1967. From September, 1967 until July, 1968 he worked as a Production Planner in the Electronic Data Processing Division of the Radio Corporation of America in Palm Beach Gardens, Florida. In 1968 he began teaching government at Santa Fe Community College in Gainesville, Florida. In 1972 he enrolled in the graduate school of the University of Florida, College of Education, to begin work toward the degree of Doctor of Philosophy. He was the recipient of a W. K. Kellogg Foundation Fellowship. He is presently employed at Santa Fe Community College as a political science instructor.

Richard Gale Buckner, Jr. is married to the former Susan Ronda Rendell and is the father of three children, Stephanie, Stephen, and Jason. He is a member of Phi Delta Kappa, the Community College Social Science Association, and the Florida Association of Community Colleges.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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James L. Wattenbarger, Chairman  
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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Ralph B. Kimbrough  
Professor of Education

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Victor A. Thompson  
Professor of Political Science

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 1975

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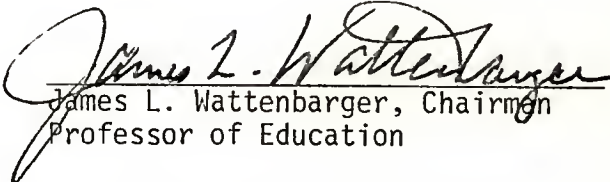
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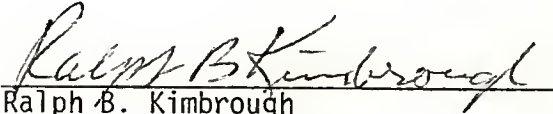
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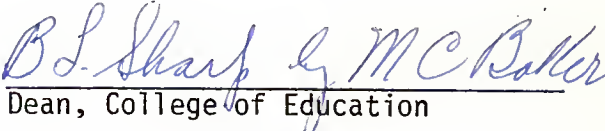
  
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